

# THE SCHOOL JOURNAL.

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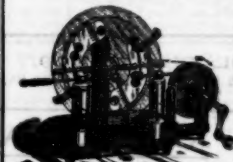
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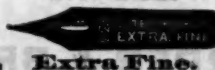
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New York, November 26, 1887.

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**ABOUT** the first of January next, the board of education of this city will introduce manual training in six schools for boys and six for girls. This does not mean that twelve New York schools will be turned into work-shops and sewing schools. This would be the height of folly; but it does mean that all of the senses of the pupils will be used as a means of training their minds. The *Tribune* of this city thinks that the experiment to be tried is one of "doubtful expediency," because "pupils of the public school's are already worked close up to the limit of their endurance." This paper advises teachers to "train the hand and eye if they will, but in special schools." This advice is bad, for the proper training of the hand and eye means the proper training of the mind, and this is the very work the schools are set to do. It would certainly be very strange to require special schools to do what all schools ought to do. It is very difficult to get the public to realize that manual training is not to be introduced in our schools for the purpose of teaching the girls how to make good bread, and the boys how to become good carpenters. Mind culture by means of making all the avenues to the brain quick to receive, and equally quick to give, is the motto of the best ideal of education the world has yet conceived.

**THE** story of Nathan Hale, who died regretting that he had not a thousand lives to give for his country, will be told with greater and greater interest as the years pass on. It is this spirit of self-sacrifice in humanity that makes it God-like. The teacher who has no higher object in teaching than the pay received, is not worthy the place he occupies. Nathan Hale was not a hireling. His heroism, in face of a felon's fate, was sublime; so is the silent, patient, unselfish working of tens of thousands who keep on, unhonored and poorly paid, in humble school-houses all over our land, from Maine to Oregon, and Minnesota to Florida. The people are slowly coming to realize that no force is so uplifting, and no influence so penetrating, as the force of good teaching and the influence of an unselfish teacher.

**THERE** is no cant more hypocritical than that of the oratorical stock-jobber who exalts our public system of education, and then turns around and enslaves the teachers who have made it what it is. "A magnificent system!" they say, but the teacher is at once treated as a hireling who hasn't sense enough to select his own text books, or arrange his own course of study. If our school system is grand, and the artist is greater than his work, then the teacher must be grander. Let us stop prating about the excellence of our school system, or else treat the teacher as one who is able to direct his own affairs.

**THE** intellect of a young child is first reached through the stomach. The nerves that come from the eyes, mouth, nose, and fingers are brought into exercise later. It is a fact that the minds of most young people, and many old ones, are best excited when the stomach is brought into active exercise. This organ has exerted a mighty power in the affairs of the school and the world, and it is seriously argued by some that the state should exercise supervision over the eating as well as the text-books of school children. A father in this city punished his boy last week for a misdemeanor in school, by depriving him of his beer for three weeks! What an incalculable good that father would have done his son if he had been able to deprive him of beer during his whole life. It is a pity teachers have not the power of regulating the food these pupils eat, and enforcing sanitary regulations. So much of intellectual success is dependent upon bodily conditions, we cannot too carefully regulate what children eat, how and when they bathe, and what kind of clothes they wear.

**NEW YORK** City is just now stirring itself as never before. We mean educationally, for all the world knows that commercially there is no place like the metropolis of the New World. The city superintendents have been hard at work during the past three months revising the old course of study, and if reports be true, it will be seen that great progress has been made toward uniting manual training with a graded course of instruction. If we mistake not, the teachers of our country will be treated to a genuine surprise when a full outline of this scheme is published. The question has been asked many times: How can manual training be united with efficient discipline in the branches usually considered fundamental to a good education? The answer to no educational question is just now more important. Superintendent Love, of Jamestown, N. Y., has been answering it in a practical way for several years, and Superintendent McAllister, of Philadelphia, has been proving to the city of Penn that the activity of the hand is essential to the perfect culture of the brain, and now New York is just ready to go a step farther in advance than has ever yet been taken in any educa-

tional system. As soon as this course of study is ready for publication, our readers may rely on seeing it in full in our columns.

**A** WOMAN has been chosen president of Wellesley. This is right, for there is no special reason why a man should be called to preside over that institution. Our esteemed contemporary, *The Journal of Education*, said last week that the appointment of Dr. Duryea "would delight more people than that of any other person yet mentioned," and that "Wellesley is thoroughly in love with him," and that "his devotion to Wellesley is well known." But after all, Helen A. Shafer has been chosen the successor of President Freeman. Whether the students of Wellesley are in love with her or not, we do not know, but she has long been known for her remarkable executive qualities, her skill in presiding, and her social gifts. Although Professor Shafer is slight in appearance, yet with all her learning and talents she is dignified, graceful, animated with cordiality, and filled with a conscientious desire to bring out the best in those surrounding her. Of what man could more be said? Dr. Duryea's gifts and acquirements are widely appreciated, but we predict that the future of Wellesley will be far more prosperous under the management of Miss Shafer than in the care of any man, however learned or eloquent he may be. It seems to us that both Wellesley and Vaeser should have given to them the full opportunity of proving to the world what woman can do when she is at her best.

**IT** will need to be said over and over again, that manual training is not required in our schools for the purpose of making the pupils better artisans, but better educated. How many times will it need to be said that the brain has no means of securing activity except through the medium of the senses, and how many times has it been said that an individual having the use of none of his senses, could gain no knowledge! The doctrine of innate ideas, inherited from ancestry, has been exploded long ago. A tendency is not a thought, and a disposition to do a thing in a certain way, received from our parents, does not imply that we have an education gotten from the same source. We grow as we exercise, and the use of all our senses in the process of education is essential to harmonious training. The doctrine of "the presumption of brains" without the training of the eye, the ear, the nose, the mouth, the hand, and the touch, is not only a humbug, but downright nonsense.

**THE** New York State school superintendents at their recent meeting in Rochester decided that our compulsory education laws are sufficient in a general way, but that their weakness lies in the failure definitely to fix the obligation to enforce them, and that an important need is for more places of detention free from any semblance of penal institutions for delinquents under the law; that every community should furnish sufficient school accommodations, and that truant officers should be elected in all cities and villages, and put under heavy bonds to do their duty. These utterances are sensible. Two laws should at once be passed in our state, one requiring, under heavy penalties, every community to furnish ample accommodations for all pupils of school age, and the other making it a high offense for any parent or guardian to detain children from attendance at school for a period of at least three months during each year. The foundation-stones of a system of public instruction are five: (1.) qualified teachers; (2.) decent compensation; (3.) permanence of position; (4.) a compulsory attendance law, thoroughly enforced; (5.) efficient, non-partisan supervision.



## TWO INCIDENTS IN SCHOOL GOVERNMENT.

Last summer, while returning from the National Association, we were brought into close intimacy with one of the most successful teachers of this city. For two days we discussed many important subjects, among the most important of which was school discipline. This seemed a favorite topic with our friend, and he gave us many interesting incidents and many valuable suggestions. Among other narrations he told two circumstances, connected with the government of his schools, that made a very strong impression upon our mind. We will try to give them to our readers in the very words he used, as nearly as we can remember.

## THE FIRST INCIDENT.

While sitting at my desk one afternoon suddenly the door of a class-room opened; the teacher was seen coming toward my desk with a flushed face and excited manner, dragging an unwilling boy, and exclaiming in a loud and angry tone of voice: "I'll show you what I'll do to you. You'll get punished for your impudence!"

The trembling culprit stood in my presence, while the teacher said, "This boy needs a sound thrashing. He has told me a deliberate lie, and I hope you will make him feel the force of your authority."

After using other expressions equally strong as these, she returned to her room, and I told the boy to sit down. Not knowing exactly what to say to him, I kept on writing, at the same time thinking what it would be best for me to do. At last, in a quiet tone of voice, I said: "Tell me, my boy, what has happened. Tell me the whole truth." The boy still angry, said: "I didn't copy as she said I did! She saw me writing and she thought I was copying. She said so, and I told her she lied, and I don't like it, and I won't take such talk from anybody, no matter who it is. And I don't like her, anyway, and I wouldn't come to school if I could help it." I let him talk on until he had his say out, and then asked him if his teacher had ever stayed after school to help him, and if she had not been kind to him in assisting him in every way, and if he did not think that she had very many things to vex her, and whether he ought not to be thankful for what she had often done in the past, both for him and for other pupils in her room.

With words like these I calmed him, and, after a little conversation and waiting, led him at last to confess that he had often been very disobedient, and given his teacher a great deal of trouble. I told him that it was his duty to do right, even though he might think sometimes that his teacher was wrong, and that if he had done wrong as he knew he had, his duty was to go back to the room and say that he had been a bad boy and was sorry for it, and would try in the future to do right. He at once broke out passionately, "Whip me, Mr. S., whip me, but don't ask me to do that! I would rather be whipped a hundred times. Do whip me and let me go." "No, you must do your duty." I said nothing more, but kept on with my work. Pretty soon the boy hesitatingly rose and started a little way toward the door. He came back, sat down for a few minutes, then gathering strength for his resolution he went straight toward the door, opened it silently, and went in. The boy's better nature had triumphed. I felt a joy I could not express. It seemed to me a turning point in an immortal life, a conquering of self—a subduing of passion, a high moral determination, and an obedience to the inner voice of conscience. I jumped from my seat, went to the door and listened, and what do you think I heard? The harsh voice of the angry teacher exclaiming: "Well, I hope he gave it to you good! You deserved it. Now sit down, and see if you can behave yourself." It seemed as though I should sink to the floor. My work was destroyed. I went to my desk and covered my face, and it may seem to you that it was weakness, but I could not help the tears running down my cheeks. I had tried to save the boy, and now he was lost! After a little while I wrote the following note to the teacher: "Miss A., please close your school early this afternoon. I have some business to attend to. Come to my desk." In half an hour she was at my side, not subdued, haughty, angry as ever, boasting that we had conquered one bad boy and "he would behave himself in the future." I could hardly summon strength to talk to her, but at last I told her the whole story. She slowly took in the situation, and as her injustice dawned upon her, her hastiness, anger, vindictiveness—as it all came to her mind or rather, I may say, to her heart, she broke completely down. I said nothing to her, but left her to act for herself. The next morning such a confession was made before her room as has seldom been heard, and it is safe

to say that she was a converted teacher from that day. I never saw a greater change in a human being, and I believe it was the commencement of a better life, not only in her, but in many others who had the privilege of sitting in her room.

Our second incident must be reserved for next week. It is right to say that as my friend was telling me this story, with tears running down his cheeks, many miles sped by and we took no note of time. Such is the first episode in our return from Chicago, after having attended the sessions of our last National Association.

## A STEP FORWARD AT CORNELL.

We hear that the faculty of Cornell University have just made a number of important changes regarding term examinations and graduation honors, which will do much to raise the standard of scholarship at Cornell, and at the same time dispense with considerable red tape that has caused grumbling and growling in past years. At the faculty meeting recently it was decided to dispense altogether with honors. All mention of honors will be omitted from the register and from commencement programs. The clause on page 101 in the register, referring to five-hour work for special honors, will be varied so that the phrase "with marked success" will be changed to "and pass the requisite examinations." Students doing this special work will receive mention of it in their diplomas, but will not receive special honors.

The significance of this action of the faculty is that it modifies the policy of the University so as to make the love of learning the sole incentive to high scholarship. The faculty also adopted a resolution stating that in their opinion a proficiency of 70 per cent. should be required to pass. This resolution is not binding on all professors. It was passed to counteract any impression that in abolishing the honor system the faculty meant to decrease the standard of scholarship, yet since the majority who passed the resolution will probably avail themselves of its authority, it practically amounts to raising the standard to pass in Cornell from 60 per cent. to 70 per cent. In Harvard last year the standard was raised from 40 to 50 per cent.

## MEETINGS OF STATE TEACHERS' ASSOCIATIONS.

In addition to those already announced, the following associations will be held:

Michigan.	December 27-28, Lansing.
Indiana.	" 27-30, Indianapolis.
Iowa.	" 27-30, Cedar Rapids.
Illinois.	" 28-30, Springfield.
Maine.	" 29-31, Augusta.
New Jersey.	" 28-30, Trenton.

A SCHOOL commissioner, on going into a certain class room recently, asked the pupils a question somewhat as follows: "I have 24 marbles; yesterday I had 48. How many have I lost?" The children who had always dealt with problems in which the minuend was stated first, put down 24, wrote 48 under it, and tried to subtract. The result was that most of them said they could not do the problem.

IN ONE of our schools a teacher had occasion to write to the father of a certain German boy who had been doing wrong in school. The man appeared promptly next day, and asked an explanation. The principal told him what the boy had done, and urged that he be punished at home, stating it as his conviction that this case needed home, as well as school correction. Turning to the trembling boy, the old German stooped down, shook his rough forefinger in the child's face and exclaimed: "You hear that! You be sorry for that! I punish you. For tree week you not have pier mit your dinner!"

IN A high school, not far away, there is a girl, not over-bright, who has been in the school five years and is still in the junior class. The following dialogue recently took place between her father and the principal of the high school.

Parent:—"Now, sir, my daughter has been here in your school for five years, and she is only in the Junior class. I do not see why she doesn't get along better."

Principal of High School:—"She cannot be promoted unless she shows more ability. Why do you not take her out of school? She is unable to get on here. Why don't you put her at housework?"

Parent:—"I tried that, but she can't do it."

P of H. S.:—"Why don't you get her some clerical position?"

Parent:—"She couldn't do that either. She hasn't head enough. The fact is, professor, I have tried her at housework, writing, and clerking and she isn't fit to do any of them, so I thought I'd make a teacher of her."

DR. WILLIAM WOOD has been appointed to the chair of History of Art in the University of the City of New York. Lectures will be delivered on Friday afternoons at 4 o'clock. Graduates of any college may make the work of this department one of the prescribed studies for the purpose of obtaining the degree of Ph. D. from the University.

THE *Popular Educator* has recently announced its practical conversion to the application of manual training in educational journals. In its November issue it has an article on physics by a "practical" teacher, evidently illustrated by a practical school boy with a very dull jack-knife. The wood used seems to be pine, and the straight lines drawn by some cross-eyed beginner. The work shows wonderful skill, especially if we take into consideration the evident immaturity of the workman. As an example of Boston high art and culture, it must be condemned, but as an instance of popular and practical economy, it ranks exceedingly high. We congratulate our modest *Educator* on this remarkable instance of practical success.

THREE men who have been presidents of Yale College are still living. They are ex-Presidents Woolsey and Porter, and the present head of that institution, Dr. Dwight. Dr. Woolsey makes his home in New Haven, and may be seen on the streets twice daily on his way to and from the post-office. Most of his time is spent in his study, which is continually visited by Yale men of a past generation. Dr. Porter devotes his time to literary work. He is preparing a book for publication during the coming year, and is supervising the revision of Webster's Dictionary.

FOR the past years it has been our great good fortune to have had the whole nation for an audience and something to say to them. If any man thinks the contrary let him disabuse his mind of his hallucination at once by reading our columns for the past years. "We have had nothing to say." This is about as senseless a charge as was ever made.

WE have had a great deal to say both in the way of criticisms and suggestions for a long time. Is any one at a loss to know our platform? Then the fault is his, not ours; for we have stated it as clearly as it has been possible in good Anglo-Saxon. We pity any one who thinks we have not been definite and out-spoken in these columns.

THE *Wisconsin Journal of Education* says that:

"Teachers as a class are not readers. They do not seek to increase their own knowledge from year to year, to keep their own minds fresh and active by contact with inspiring literature. They have no real interest in the things of the understanding. On the other hand, they are satisfied to do merely routine work which does not require them to grow by making continually larger preparation for it; work which may be done over and over again in the same way, which merely consists in rehearsing the matter of certain text-books. They have no line of study outside of school work in which they feel delight. They are intellectually indolent. It seems almost unnecessary to point out how seriously this diminishes their effectiveness."

How is this, teachers? how many of you plead guilty? You are called to the bar on a serious charge. What answer do you make?

"PLEASE, sir, have you seen a gentleman without a little girl?" "Well, and what if I have, little one?" "My uncle John has lost me, and I thought if you'd seen a gentleman without a little girl, you could tell me where he was."

THE thirty-second annual meeting of the Iowa State Teachers' Association will be held in Greene's Opera House, Cedar Rapids, Dec. 27-30. Programs are published. Headquarters at the Clifton House. J. P. Hendricks, superintendent of schools at Cedar Rapids, is secretary of local committee.

WHEN Col. Parker's methods began to be known at Normal Park, Ill., a committee of four ladies went from house to house, persuading the people not to send their children to "that play school." To-day those four ladies are warm friends of the New Education, as it is wonderfully developing under Col. Parker's guidance.

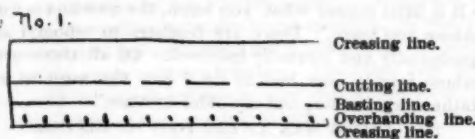


## PERSONALS.

THE trustees of the University of Pennsylvania have elected Bishop Whitaker and J. B. Gest members of the board to fill the vacancies caused by the death of Bishop Stevens and Dr. Newton.

THE *Israelite* announces that Baron De Hirsch has given a million of gulden (nearly \$500,000) to establish a technical school in Galicia for Jewish orphan children.

THE article on the SCHOOL SEWING PRACTICE-CLOTH, by Miss L. J. Kirkwood, in the issue of October 29, should have had the lines indexed in this manner :



The cloth itself has all this stamped upon it, and is thus made perfectly intelligible. It can be obtained from Miss Kirkwood, 125 St. Mark's Place, N. Y., who devised this happy method of making the formerly unpleasant task of sewing much more easy and plain. She is also the author of "The Sewing Primer."

THE following story was related by Miss M. F. Somerset, at the recent meeting of the Connecticut State Teachers' Association :

A young Bible student, in answer to the question, "Who was Abraham?" said, "Abraham was the father of Lot. He had two wives, Hagar and Ishmael. One he kept at home; the other he sent into the desert, where she became a pillar of salt by day, and a pillar of fire by night."

JOHNS HOPKINS UNIVERSITY loses \$120,000 by the passing of the Baltimore and Ohio dividend, which it will fortunately be able to make up from its reserve fund. The city of Baltimore is out \$180,000 from the same cause, and will have to borrow.

## NEW YORK COUNCIL OF SCHOOL SUPERINTENDENTS.

ROCHESTER, NOVEMBER 17-18.

The fifth annual meeting of the council of school superintendents of the State of New York, was held at the Free Academy Building in the city of Rochester last week. The following topics were discussed: Should manual training be made a part of the common school system?—In what manner and in what grades should it be introduced?—What should be its limitations?—How may the compulsory education laws be rendered more efficient?—Regents' examinations?—The proper basis of promotions.—How shall we dispose of pupils who fail to meet the requirements for promotion?—Should the examinations for teachers' certificates be made uniform throughout the state?—Subjects and methods of instruction in teachers' meetings and associations.—Free text-books.—Should special instruction in morals be given in the schools?—How much of political economy should be taught in the schools?—How should the teacher's tenure of office be decided?

The last morning's session was devoted to topics of a technical nature. A resolution on compulsory education was adopted, a synopsis of which was as follows: That the existing laws on compulsory education are sufficient in a general way; that the weakness lies in the failure to definitely fix the obligation to enforce them; that an important need is for more places of detention, free from any semblance of penal institutions, for delinquents under the law; that every community should furnish sufficient school accommodations, and that truant officers should be required in all cities and important village communities.

The committee on manual training reported that such training is desirable and advantageous, but that until its scope is fully defined, care should be used before allowing it to displace the regular course of study. The report was adopted.

The following officers were elected: President B. B. Snow, of Auburn; vice-president, A. G. Slocum, of Corning; secretary and treasurer, E. N. Jones, of Saratoga Springs. Utica was decided upon as the place of holding the next annual convention. The officers of the past year were Supt. Charles E. Gorton, president; Institute Conductor Henry R. Sanford, secretary.



JAMES L. HUGHES.

James L. Hughes, Inspector of schools in Toronto, Canada, was born in Durham County, Ontario, in 1846. His father was one of the leading teachers in the district in which he lived. Mr. Hughes began his teaching career in a small rural school in his native county in 1864. He at once showed great aptitude and enthusiasm in his work, and definitely concluded to devote his life to education. Having done so he wisely decided to obtain the best training possible, and entered the Toronto Normal School in 1865. His early training and his special fitness for the work of teaching, soon made him one of the most prominent members of his class, and he was chosen by the normal schoolmasters, at the conclusion of his course in 1865, to fill the position of headmaster of the public school in Frankfort. Here he remained only eight months, as in February, 1867, he was appointed by the Provincial Council of Public Instruction to the position of assistant master in the Toronto model school, the practice-school of the institution in which he had been trained. He was made principal in 1871, and held the position until May, 1874, when he was chosen by the public school board of Toronto, to fill the important office of Inspector of Public Schools.

At the time of his appointment, the public school system had not made itself popular with the people who could afford to pay for the education of their children at private institutions. The schools were small and there were only 67 teachers employed in them. To-day, the school buildings are among the finest public institutions of the city; they are attended by all classes, and the teachers number 826. The altered condition of affairs is largely due to the energy and the executive ability of Mr. Hughes. In addition to the thorough grading of the schools, and the improvement of the methods of teaching and general management, Mr. Hughes has paid special attention to industrial drawing, drill and calisthenics, manual training in the lower classes, and the kindergarten. By the introduction of these important elements of educational work into Toronto, he has been directly instrumental in making them a part of the school system of the province of Ontario. Physical education receives a large amount of attention in Toronto. A parade takes place annually in which there are more than 10,000 children in line. In connection with this parade athletic games are held, and competition takes place in calisthenics and military drill. Mr. Hughes has taken a very prominent part in resisting the aggressions of the Roman Catholic hierarchy, in connection with educational affairs in Ontario, and strongly insists on the use of the Bible in public schools, in connection with opening and closing exercises. He was the first to propose that the daily Scripture readings in the public schools should be those selected by an international and interdenominational committee as aids to the understanding of the Sunday school lesson of the following Sunday.

Mr. Hughes has written several educational works. A Lecture on the Kindergarten was issued by Steiger & Co., of New York, in 1876; and a paper explaining the principles of the kindergarten was published by Mr.

Barnard, of Hartford, in 1881. His "Mistakes in Teaching" and "Securing and Retaining Attention," are among the most popular manuals for teachers that have been issued. He has written two brief histories, English and Canadian, arranged on the topical plan; the Canadian history is one of the text-books of the Chautauqua Literary and Scientific Circle, as is another little book of his, "The Teacher Before His Class." He also published a work on Drill and Calisthenics. As a lecturer on educational subjects he is deservedly popular.

He has devoted a large amount of attention to the work of the Chautauqua Literary and Scientific Circle. He taught the first lesson on the day the society was organized at Chautauqua in 1878, was the first president of the Canadian branch of the society, and is educational director of the Niagara Assembly, the recognized headquarters of the Chautauqua work in Canada.

He has taken a prominent part in Sunday school work, and has held the position of President of the Toronto Sunday School Association of Canada. The educational idea of Mr. Hughes is that "all school work should counteract the weakening effects of evil, and aid humanity in a conscious growth in wisdom, purity, and power."

Mr. Hughes has just revised and re-written his books on "Mistakes in Teaching," and "Securing and Retaining Attention." A large amount of new matter is added to each. By special arrangement, the publishers of the *Journal* will issue at once, the authorized American editions of these very valuable books.

## TEACHING GERMAN IN THE ST. LOUIS PUBLIC SCHOOLS.

A local election for the selection of a new school board is pending in St. Louis, and the issue before the people has assumed a sensational phase. For several years the revenue of the school board has been running behind the disbursements, and now the finances are in a critical condition. About eight years ago, so strong is the German influence and vote there, that at an election held for that purpose it was decided to teach German in every grade of the public schools. This caused an annual expenditure of nearly \$1,000,000. Now all the Americans and the American papers here call on the people to elect men who will cut down or root out the teaching of German at public expense. All the Germans and German papers are massed on the other side and call on their constituents to elect men who will indorse the teaching of German at public expense. The issue is German or no German, and the old spirit of Know-Nothingism was never more strongly exhibited than by the Germans of that city to-day. Party lines have been effaced on each side and the contest is very warm. The issue will be watched with great interest.

## "STUDY THE TREES."

BY THE HON. B. G. NORTHEOP, LL. D.

"What are the marks by which children can distinguish our common trees?" is the suggestive question of a reader of the *SCHOOL JOURNAL*, who wants to lead her scholars to study trees. Surely our grand trees are worthy of careful observation. One is often surprised at the ignorance of both teachers and scholars, especially in cities, in regard to the trees which are growing all around them. Says a school official in one of our large cities—an expert in examining teachers: "I am confident that the majority of our female teachers cannot distinguish and name half a dozen of our common shade trees. A prominent professor in Yale University says: 'I have lately talked with college students who could not give the names of more than three kinds of trees in New Haven.' Many study books more than things, and greatly need a bit of Nature's teaching. For Nature is the great educator. 'Books are the art of man. Nature is the art of God.' Books serve us best used as helps in studying nature. Observation precedes reflection and furnishes the material for reflection. A couplet of Milton well sets forth the need of early habits of observation of all common objects:

"To know those things which about us lie  
In daily life, is the prime wisdom."

Trees form fit subjects for such object lessons as will lead children in their walks by the road-side, in the park, or the woods, when at work or play, to observe and discriminate them and thus appreciate their beauty and value. Years before they can study botany, they can be led to distinguish each by such common marks as the leaf, flower, fruit, form, bark, or grain of the wood. I have often found teachers and scholars unable to tell the kind of wood used in the floors, doors, wainscoting



window-frames, blinds, or sashes of their school-rooms, simply because their attention had never been called to such common things. In a lesson on form, for example, the teacher may say, "On what kind of trees are the limbs horizontal, or at right angles to the trunk? None of you can answer? Then I shall not tell you. Each of you should look carefully at the trees on your way home to-night and be able to tell me to-morrow." How interesting that morning's lesson when so many with the air and interest of explorers report what they found in the school-yard, door-yard, cemetery, road-side or nearest woods. One such fact or truth which a child discovers for himself is worth a thousand told him by the teacher, for every discovery thus made invites and facilitates future acquisitions and fosters that habit of observation which, when early formed, is of priceless value.

Similar lessons on the leaf, flowers, fruit and even the grain of the wood, with specimens in hand, favor clear perception and accurate discrimination. Of these six marks, the bark seems at first least distinctive, though to the careful observer each kind shows a distinct individualism in color, form and in the lines, seams, or sutures. Children can easily see whether it is smooth or rough, notched or shaggy, hard or soft, thick or thin, tough or brittle. These studies will awaken love of trees, and make youths practical arborists, so that they will want to plant and protect trees. Then they will find that there is a peculiar pleasure in the parentage of trees whether forest, fruit, or ornamental.

#### VIEWS OF EDUCATION.

BY SUPT. C. E. MILENEY, Paterson, N. J.

##### I.

Before presenting the PRINCIPLES OF EDUCATION, it is important to consider how education has been regarded in different ages and countries of the world. People have a general idea of education, but few comprehend its full scope and its end, or realize the agencies upon which it depends. The ideas of education are generally narrow and the few men who have comprehended its province have been distributed throughout many generations.

The generally accepted view of education embraces all the experiences of a natural life. It begins at birth, and some even maintain that there are influences prior to birth that have their effect upon the child and upon the man; certain it is that every child comes into the world with an inheritance from his parents. Education continues through life in this world, and it is easy to believe, goes on in the next. All there is in a human being capable of growth and development is educated, his physical powers, his intellectual faculties, and his moral nature. *The harmonious development of all the powers of body, mind, and soul is the end of education.*

Philosophers in the past have regarded education in different lights and with different ends in view, being influenced by the circumstances or demands of the times. Compayre says, "Among all nations the direction impressed on education depends on the idea which they form of the perfect man." The Hebrews of old held the idea that the object of education was to make men religious and moral. Intellectual training was scarcely thought of. Instruction tended to intensify the love of the race and obedience to God.

In Sparta physical culture and personal strength, skill, and bravery were most desired. In Athens intellectual culture received the highest consideration. As handed down to us, the Greek idea of education was the harmonious culture of all the powers of body and soul. As Hailmann says, "They aimed at external and internal beauty and goodness; physical and psychical vigor, health, and energy."

Prof. Payne summarizes as follows: "A leading conception in Greek education is that of symmetry, or harmony. \* \* \* While the physical, the intellectual, and the moral must each be made the subject of systematic training, there must be no disproportionate development in either direction."

The Romans did not so highly esteem the training of the intellect and the moral feelings. Their education tended more in the direction of physical training for practical ends. A Roman must be a soldier and a citizen.

When we come down to later times, we find a few prominent educators who hold pronounced views of education while the world around them seem to be grossly ignorant and indifferent to the whole subject. Yet their ideas are most profound and of the highest value.

Comenius maintained that the object of education was to bring to maturity "the seeds of learning, virtue and piety" which God has planted in us. Pestalozzi,

who was about the only one of his generation who comprehended the object of education or realized the needs of the people, recognized the facts of man's individuality, his relation to the universe about him and to God. Education then was to fit man to enter into harmony with nature and into communion with God. The system of education founded by Froebel tended to the development of all the powers and faculties of men.

Locke's ideas did not differ materially from those just mentioned except perhaps in the importance he attached to physical health and development. "A sound mind in a sound body," was his maxim. He advised masters to train boys to virtue and good manners rather than to instill knowledge, thus placing the development of moral and intellectual power ahead of learning. In harmony with this view Kant regarded morality as the ultimate end of education, which should also develop skill and fit the student for a practical life of usefulness. The great Luther said that "the world has need of educated men and women to the end that the men may govern the country properly, and that the women may properly bring up their children, care for their domestics, and direct the affairs of their households."

Montaigne claimed that, "Education is the art of forming men." Garfield when a young man was asked what he wanted to be and replied, "I want to be a man first."

Richter says that every individual is capable of becoming an ideal man, "and it is the business of education to develop him into full growth."

Rosencranz holds that education is to "assist in developing existing actual possibilities into realities." And Prof. Hailmann after reviewing the ideas and works of great German philosophers formulates this: "Education is the development of independent individualities, fitted for life in society, on the basis of morality and reason."

Still another class of philosophers advocate education for practical or utilitarian ends; for instance, Herbert Spencer says, "How to use all our faculties to the greatest advantage of ourselves and others—how to live completely, to prepare us for complete living, is the function which education has to discharge." Dr. Baldwin puts it this way: "How to make the most of oneself—is not this the purpose and problem of education?" Dr. White whose admirable little work on Pedagogy is now before me, expresses his view very similarly to those already stated: "The one comprehensive end of education is to prepare man to fulfill the purpose of human existence; to live completely." "The purposes of a complete life touch all the relations of man as man, and hence tax all his powers and activities."

Joseph Payne, the great English educator, states his view in this wise: "The object of education is to convert desultory and accidental forces into organized action, and its ultimate aim is to make the child operated upon by it capable of becoming a healthy, intelligent, moral, and religious man."

#### HOW THEY WERE EDUCATED.

Several prominent college men last year contributed articles to the *Forum* concerning their early education. They have been collected and republished by the Appletons. From these various reports we have clipped certain paragraphs that will throw some light on the ruling forces in the early education of successful men.

##### WELL BORN.

Edward Everett Hale says, he had the great good luck to be born in the right place. He was the middle one among seven children, three brothers one side, and three sisters on the other. "A large family and a good place in it, that is the thing to be grateful for," he says. In addition he had good digestion, which he intimates did not shrink from hot gingerbread just before dinner.

##### WHY HE LEARNED FROM LONGFELLOW.

"We gained a great deal from Longfellow. He came to Cambridge in our first year. He was not so much older than we as to be distant; was always accessible, friendly, and sympathetic. All poor teachers let 'the book' come between them and the pupil. Great teachers never do; Longfellow never did. When the government acted like fools, as governments do sometimes, he always smoothed us down, and in general, kept us in good temper. We used to call him 'the Head,' which meant, head of the Modern Language Department. One could then pick up a decent, ready knowledge of the modern languages in the course of the four years. No effort was made to speak or write them, and this, I think, was wise."

#### HIS WRONG IDEA OF THE NEW EDUCATION.

Mr. Hale says, that "the good of a college is not in the things which it teaches." This is admirable. It is a profound statement, and its profundity consists in its simplicity. But Mr. Hale goes on to say, "I believe the 'new education' thinks this is the fact." The new education as represented in the teachings of Socrates, Froebel, and Pestalozzi teaches directly the contrary. It is not the *what* but the *how*. We are sorry so careful a writer and so well informed a man, should make this most erroneous statement.

##### HE SUMS UP.

"To sum up, my experience with schools, and with the college, teaches me to distrust all the mechanisms of education. One comes back to Mr. Emerson's word, 'It is little matter what you learn, the question is with whom you learn.' There are teachers to whom I am profoundly and eternally indebted. Of all those with whom I have ever had to do, I owe the most to my father, my mother, and my older brother."

##### THE ABLEST MAN AT THE FOOT OF HIS CLASS.

This man was Dr. Rufus Woodward, and concerning him Thomas Wentworth Higginson says, "He was, I have always thought, one of the very ablest men in the class. Yet he stood near the foot of it all through college, simply because he had no outlet. In these days he could hardly have failed to graduate with high honors in two or three scientific departments; and he would at any rate have been recognized, stimulated, trained, and kept at work. For want of this his college life was well-nigh wasted, perhaps worse than wasted, for it impaired the habit of systematic application; and though a fairly successful practicing physician, he remained always in some degree an amateur in the sciences of which he might have been made a distinguished ornament. He suffered more than others, as being a born specialist, but the one-sidedness of the curriculum hurt us all."

##### THE KEY NOTE.

"The key-note of that early life was best struck for me in a phrase used by Emerson in his 'Man, the Reformer': 'Better that the book should not be quite so good, and the book-maker himself abler and better; and not himself often a ludicrous contrast to all he has written.' It is a phrase that possibly needs to be kept before us in this age of multiplying specialists, and it is after all only an amplification of Sir Philip Sidney's terse aphorism in the 'Defence of Poesie': 'The ending end of all earthly learning being virtuous action.'"

We shall refer to this most suggestive collection of autobiographies again as soon as we can get rid of the sight of a hundred and fifty accepted contributions, accusing us of culpable neglect every time we turn over.

#### THE TEACHING OF MANNERS.

By MRS. JULIA M. DEWEY, Rutland, Vt.

Pupils will yield much more readily to the law of politeness, based on kindness, than to arbitrary rules of government. Moreover, manners themselves will be held in higher estimation by the pupils when they realize it is a subject of sufficient dignity to be classed with other branches pursued in the schools. In the school in which this scheme has been tested pupils, from the youngest through the high school, manifested the greatest interest in the subject, asking for the item when there seemed a probability of its being forgotten, and in most cases putting the direction in practice voluntarily. The following will answer as an example, (first year):

1. T. I am sure there is no child before me who does not wish to be considered polite. You are pleased to have it said that your manners are good, rather than that you are rude and impolite. Have I said what is true? Who can tell me what it is to be polite? Do you think any one who really has a kind heart can be very rude? I will tell you what I think is *real* politeness:

"Politeness is to do and say,  
The kindest thing in the kindest way."

When you have learned these words, we shall have something more to say about manners. (It may require the two minutes for several days for the youngest children to memorize this so as not to be able to forget it.)

##### POLITENESS IN THE SCHOOL-ROOM.

2. T. Many of you who wish to be polite in other places seem to think it unnecessary to be so here in school. Suppose you were allowed to be impolite in school, where you spend so much of your time, how might it probably be when you were in other places? CA. We should forget and be rude. T. For that reason, do you think we better talk about school manners



first? Then listen. Always try to be in school on time. Never be late if you can possibly help it. When you are late, you disturb all by coming in after the lesson is begun. It is not kind to disturb people. If unkind, it is impolite.

Many items may be given on punctuality, cleanliness, care of furniture, etc., all based on kindness.

T. How many of you like your own names? Suppose I should call you pupil, or scholar, or little girl, or little boy, instead of Katie and Nellie, and John and Harry, which would you like better? Which do you think I like better, to be called *teacher* or *Miss*—? Then remember what I tell you, children should never speak to nor of their *teacher* as *teacher*, but should speak her real name. (Teacher should be sure that children know how to speak her name correctly.)

What did I tell you yesterday about raising hands? I have something more to say about it. When a school-mate is reading or answering a question, do not raise hands until he has finished, even if he seems not to know the answer or makes a mistake. Just think how rude it would be anywhere else to raise and shake your hand when some one was trying to talk. It is just as rude in a school-room as elsewhere.

T. When visitors enter a school-room, children should not stare at them, but rather look on their books or slates, or attend to their work whatever it may be.

Seem not to notice the appearance of strangers in the room.

These items may be made so exhaustive as to touch upon every point of behavior in a school-room, and in nearly every case may be based on kindness. Thus pupils will unconsciously learn that real politeness is something more than a "hollow mockery." Items on personal habits are specially necessary as well as on many other subjects. At some future time specimen lessons for higher grades will be given.

#### THE MANNERS OF OUR YOUTH.

It seems to be a matter of universal comment and regret, that the children of the present day are lacking in good manners. Any one with half an eye can but perceive the tendency of the times in this respect. Irreverence, frivolity, and lawlessness seem to characterize the age. This state of things has been brought about by influences, various and complex; but the two prime causes are the immense immigration into this country of a rude and uncultured class of people, and the rush, and whirl of affairs. In this ever onward rush, parental discipline has grown lax. It has become quite the custom to make the public schools the scape-goat for all prevailing evils of mind and body, and thus to-day they are held responsible for the immorality and ill-breeding of the youth of this country. Any one who pauses to reflect a moment will see that the cause lies deeper than the public schools. They are not more responsible for ill-breeding than for ignorance, but their responsibility lies in the fact that while they have brought great force to bear against the one, they have left the other untouched. Every known theory for improvement in intellectual training has been promulgated and tested, and much progress in that direction has been made; still the great cry is, that popular education fails to fit the youth of this country to be upright and useful citizens. The cause is apparent. A one-sided training and that of not the most important part, will never develop into a perfect whole. Perhaps the vexed question of how much comes within the province of moral teaching, has thus far been a barrier to any profitable work in this direction, but it cannot be urged as a reason why good manners have not been taught in the schools. There can be no argument brought against the teaching of minor morals, unless it be that the school curriculum is already filled to overflowing, and there is neither time nor place for more.

#### A SOLUTION OF THE PROBLEM.

Although the subject is worthy of much time, there is none to give it, and the only hope of its receiving any attention at all, is in devising a scheme by which instruction may be imparted without taking any perceptible time. Such a scheme has been tested and with good results. Manner items have been selected, and to a certain extent classified and arranged to suit different grades of pupils. Each item is short and to be given with little comment. One item at a time is to be given every morning after roll-call. It will not occupy over two minutes in the giving; but much may be accomplished in this way during the years of school. Beginning with the youngest grade, manners in the school room may be so taught and enforced by a skillful teacher, as to do away almost entirely with what is called the "discipline" of the school.

## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### SAND MODELING IN ELEMENTARY GEOGRAPHY.

BY ALEX. E. FRYE.

I.

(From advance sheets of "Methods of Teaching Comparative Geography." Copyright, 1887, by Alex. E. Frye.)

The study of relief has given rise to many devices for aiding the imagination to picture the surfaces of the continents. Maps made of papier-mâché, layers of cardboard or leather, stamped paper, carved wood, putty, clay, plaster of Paris, and various glue and whitening mixtures, have been used with success. But the device best known and most extensively adopted, is *sand-modeling*.

Before discussing its practical value in the school-room, it may be well to consider the laws that condition the development of form perception.

#### TOUCH, THE MEDIUM OF A SENSE OF SOLIDITY.

Although psychologists and physiologists may differ widely as to the perception of extension or the first and second dimensions, by sight, binocular vision, touch or the muscular sense, they agree that the original sense of solid form, or the third dimension, is touch or rather the muscular sense of solidity; just as that of color is sight, and of sound hearing. Sensations of roughness, sharpness, roundness, surface slope, relief and the like, are occasioned by touch, primarily. But from early childhood, in seeing and feeling objects at the same time, we have learned to associate the light and shade, perceived upon an object with the sensation of touch, and thus acquired the faculty of judging form by sight. For example, we feel carefully the surface of a ball, occasioning the sensation of roundness. At the same time, we perceive the gradual blending of light and shade upon the surface. The touch sensation is associated with that of sight, so that either may readily recall the other, and a similar light and shade, perceived elsewhere, may suggest the sensation of roundness. In the same manner, a uniform shade may be associated with a flat surface, and a sudden change of shade, with a sharp edge. Thus we acquire the capacity to cognize solid form, or the third dimension, through the medium of sight, or to state it more clearly, the natural light and shade upon an object enable us to judge its form. In fact, after sufficient experience, the eye almost displaces the hand as the organ of form perception, and the mind unconsciously interprets sight precepts as form precepts.

In matters of doubt, however, as to solidity, we invariably confirm our judgment by the original sense of touch. The acquired sense may be deceived, but the original never errs. A painted disc may represent to the eye a ball or orange, but to the hand it must reveal its flatness.

#### REAL AND ACQUIRED SENSE OF SOLIDITY.

And yet, the acquired sense is of far greater practical value than the primary. By it we can discern forms near by or at great distance, in rapid succession, and multiply combinations without going through the slow and laborious process of touch. But the accuracy and value of the sight, in perceiving form, depends upon the distinctness of the sense products of sight and of the muscular sense, and the consequent clearness of the association of these products. This necessitates the education of touch and sight simultaneously. The hand and eye must work together, in order that the sensations may become parts of the same mental state. Each of the parts thus associated will ever after tend to suggest the other.

Moreover, knowledge of a form is more quickly acquired by perceiving it with two senses at the same time, for each is verifying and recalling the sensations of the other, thus making the knowledge more certain. At the same time, the sensation of light and shade is becoming ever more closely associated with its corresponding touch sensation, making the acquired sense of sight more accurate and useful.

#### PERCEPTION.

A necessary condition in the acquirement of distinct sense products, is repetition and intensity of perception. In the rapid play of any sense, e. g., sight, it rests but a moment upon a form, and then seeks another,

unless some stimulus holds it to a particular form. This may be natural curiosity or a supplied requirement. In order to rivet the attention closely upon a bird, we ask the pupils to describe it, thus supplying the incitement which necessitates many acts of perception of this particular object. An accurate description implies clearness or intensity of perception.

Again, we ask them to draw the bird, and by this means direct the mental activity to the relative lengths, and directions of portions of its outline. But to require a class to model a bird, in any material, insures a closeness and repetition of perception, attainable by no other device, inasmuch as it calls for the reproduction of the exact form and outline in detail, and brings both sight and touch into activity at the same time. The modeling or reproducing is in itself merely expressing what is already in the mind, but by constantly stimulating sight and touch to perceive the perfect object, it corrects and adds to his concept.

#### FIRST USE OF SAND MODELING.

This leads us to the first use of sand modeling in teaching the land and water forms. It is a means of stimulating the attention, or of securing close and repeated acts of perception of forms in nature, thus enabling pupils to obtain accurate knowledge of the elementary forms in the shortest possible time.

The little models in sand become a language, or means by which the teacher may aid the pupils to bring most vividly into consciousness, with least effort, any forms to be compared, or upon which a force like running water is to be set to work. Later, it may be used as a means of aiding to imagine or read the surfaces of the continents. As the forms in sand are a natural language, perfectly symbolic, every child can model the geographical forms of which he has distinct mental pictures. Hence, to the teacher, modeling becomes an excellent means of examining the forms in the child's mind, whether they be simple hills and valleys, or the more complicated forms of continents. Here no lack of technical training in language hinders the full and free expression of thought, and no time is required to memorize symbols.

#### MODELING NOT A REPRESENTATIVE BUT A PRESENTATIVE MEANS OF KNOWLEDGE.

The molding sand has been criticized as presenting lifeless and minute forms in place of the real forms of nature teeming with life. The criticism should not stand against the device, but against one manner of using it. In geography, as in other studies, we may find teachers who are teaching the language of the thing, instead of the thing itself. Modeling is merely a language of natural forms, and any one who attempts to teach nature through its symbols, commits a radical error. The sand should not be used as a means of *presenting*, but of *representing* the forms of land and water to pupils. We should teach directly from nature which is everywhere present, and use the sand merely to stimulate perception of the reality, by requiring its reproduction by modeling. Then like any other language, it may be used to recall the concepts of these forms in new relations when a foreign land is to be imagined. The child's idea should come from the field, the forest, the river, and will then have the size, coloring, and life of nature, unless the teacher tries to supplant the thing itself by a mere language. Pictures, stories, etc., should also be used as a means of leading out to observe the real forms. But whether as a means of securing attention or of aiding the imagination of distant forms, the language of sand has this great advantage, viz.: its signs are types of the forms to be represented or imagined, and the attempt to reproduce is the best possible incitement to observation of the natural forms.

The teacher may fall into some errors in modeling, just as in using any other device. There comes a time when its further use must hinder rather than aid the development of the imagination. The time is clearly indicated by a state of the mind, so that the error may be easily avoided. As soon as the pupils can recall the natural forms distinctly, without the assistance of the molded forms, they should be required to use the imagination, and the sand should be laid aside, just as in teaching number we put away the objects as soon as they can think numbers without them; and as in teaching reading, the objects used at first to aid in making the association between the words and their appropriate ideas are dispensed with as soon as the names will recall the idea with sufficient distinctness, so we give up the modeling as soon as pupils have clear concepts of forms, and can imagine them in new relations without its aid.

Ability to model all the forms, accurately and quickly



from memory, may be made the test of distinct concepts, provided the children have learned the forms from nature study.

After the forms are known, however, if a lesson is to be given, in which form is secondary to some other subject of the work, the sand may again be used to advantage as a means of aiding the imagination and of securing attention to the real object of the lesson. Thus we may wish to represent the wearing of water upon a slope. The pupils know the form and can model it readily. Nevertheless, as our primary object is to teach the wearing of water, we make the slope in sand, and pour the water upon it as a means of inciting them to observe the effect of a force upon a form. Again if we are reading about the camel, we model a desert to aid the mind in associating the animal with its home. In teaching a battle, e. g., Bunker Hill, we model the hills and harbor to aid in picturing the relative positions of the contending armies, and the natural advantage which the structure afforded the Americans. This is analogous to using the blocks or other objects, to aid pupils to see relations or conditions in problems in arithmetic, even though the numbers themselves are known. Not number itself, but the conditions of a business transaction are thus vividly portrayed. That is, although in the study of forms, the sand should be laid aside as soon as the imagination can picture distinctly without it; yet when the main object of the lesson is to observe the effect of a force, or anything related to a particular form, the sand should again be used as the means by which the forms may be most vividly recalled with the least mental effort, thus setting the mind free to concentrate its full power upon the study of relations.

Every Scylla has her Charybdis. While trying to avoid the over-use of sand, great care should be exercised to never require a child to reproduce a form that is not distinct in his mind, unless the real form is near by for comparison. No good can come from such reproduction, while evil results may attend it. The imperfections will be more firmly fixed in memory, and the child will be forced to a false and careless habit of expression. The same danger exists in teaching other subjects. We should not require him to speak or write a sentence until the thought stimulates it. In teaching spelling, if he is not sure that he can write a word correctly, set a copy or send him to the dictionary. The attempt to reproduce in any manner, without a copy, what is vague in the mind, develops a habit of hesitancy, and, as a natural out-growth, carelessness that no amount of training can completely eradicate. Herein is the economy of giving the early modeling exercises in the fields where nature supplies an endless variety of forms for study and comparison.

Another, and perhaps the chief error consists in trying to use the sand in the place of nature. We should guard very carefully against this. Let the device merely incite interest in the reality. Pupils should not study the objects in the sand but *through* it. Fill the mind with forms in nature, of which the models are but signs, and thus prepare them to see the whole world in the school district.

One device should not take the place of others, but should supplement them. Each has its value in arousing certain activities, and sketching, painting, reading, describing, pictures, etc., all have work to perform.

The special application of sand modeling to the various subjects will be illustrated in the "Illustrative Lessons."

#### SUMMARY.

1. Modeling is a means of gaining concepts of form through touch or the muscular sense; and by the association of these concepts with the corresponding sight products of light and shade, to cultivate the acquired judgment of form by sight.
2. It is the best device for securing attention, or repeated acts of perception, and thus develops observation and memory of form.
3. Simplest and quickest means of acquiring knowledge of geographical forms from nature.
4. Means of bringing forms most vividly into consciousness, and so conditions accurate comparison, reasoning, and judgment.
5. Lays the basis in a natural language for leading pupils to imagine the continents.
6. Most natural means of form examination, as ability to model quickly and accurately from memory, may be accepted as evidence of clear concepts.
7. Lay aside the sand as soon as pupils can readily imagine without its aid.
8. The sand may again be used when the main object of the lesson is to study the relations of one form to others, or of a force to a form.

9. Until the form is distinct in the pupil's mind, he should never be required to model it, unless the real object, or a correct type of it, is near by for comparison.

10. In learning outlines, use drawing; in studying relief or surface slope, use modeling.

#### FACULTY-CULTURE BY DRAWING.

BY FRANK ABORN, Cleveland, O.

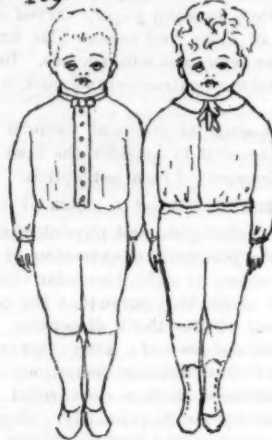
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#### EXERCISE XXXVII.

GAME.—Position.

Pose two boys standing close together and facing the school. (Fig. 3.—XXXVII.)

Fig. 3.—XXXVII



Dismiss the pose.

Allow a moment for a sketch.

See who have beaten—who have represented the figures as touching. (Fig. 4.—XXXVII.)



#### EXERCISE XXXVIII.

GAME.—Position.

Pose two children of different heights standing side by side and facing the school. (Fig. 5.—XXXVIII.)

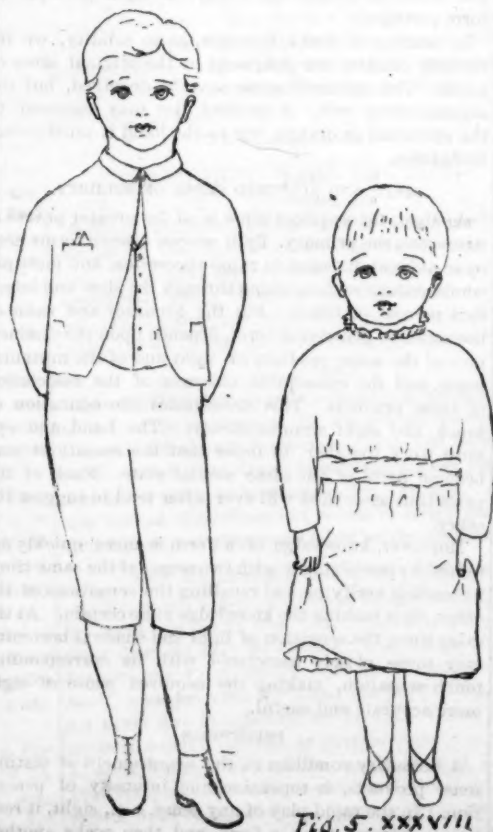


Fig. 5.—XXXVIII

Dismiss the poses.

Allow a moment for a sketch.

See who have beaten—who have described the smaller pose on the right side of the larger. (Fig. 6.—XXXVIII.)

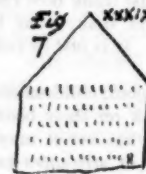


#### EXERCISE XXXIX.

GAME.—Size.

Instruct the class to try who can describe the house. Allow a moment for a sketch.

See who has beaten—who has described the house with the greatest number of windows, or the one in which there is the greatest ratio between the size of the pictures of the windows, and the size of the picture of the house. (Figs. 7 and 8.—XXXIX.)

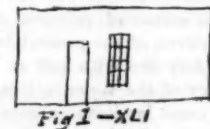


#### EXERCISE XL.

GAME.—Position.

Allow the class a moment in which to draw any door or window that there may be in any wall of the school-room, that are near to each other. (Fig. 1.—XLI.)

See who have beaten—who have described the window as being situated on the right side of the door. (Fig. 1.—XLI.)



NOTE.—It may chance that in some room the most desirably located door and window are in the rear wall. This will only make the drawing demand a little more thought, and though every pupil in the room fail, it is nevertheless a good subject.

#### EXERCISE XLI.

GAME.—Size.

Let the class try who can describe the smallest house. Allow a moment for a sketch.

See who has beaten—who has described the house in which the ratio between the size of the window and the size of the house is the smallest. (Fig. 2.—XLII.)



#### EXERCISE XLII.

GAME.—Size.

Let the class try who can describe the smallest tree—naming anything that takes the general form of a tree. Allow a moment for a sketch.

See who has beaten—who has described the smallest picture of a tree, in closest proximity to the largest picture of the smallest artificial form. (Figs. 3 and 4.—XLIII.)





## EXERCISE XLIII.

## GAME.—Size.

Let the class try who can describe the largest tree.

Allow a moment for a sketch.

He has beaten who has succeeded in making the largest picture of a tree in closest proximity to the smallest picture of the largest artificial object. (Fig. 5.—XLIV.



Fig. 5. XLIV.

## EXERCISE XLIV.

Proceed as suggested in Exercise XXXV.

## THE WORM.—II.

## SPECIMENS.—Earth-worm and nereis.

## I. Food.

Leaves, twigs, or seedlings of plants drawn into holes of worms, and, when partly decomposed, are eaten.

## II. Senses.

distinguish light from darkness.

Deaf.

Sense of touch well developed.

## III. Structure of Head.

Four eyes and four antennae on first ring.

Mouth and four antennae on second ring.

Teeth on inner surface of mouth.

This synopsis can be made the foundation of interesting talks on worms. Let pupils tell what they have observed about worms.

Let pupils observe earth-worms to find out something new about them. What they discover for themselves is of more value to them than all a teacher or a book can tell. Proceed in this way to other specimens which can be easily obtained.

Have all the important points reproduced in writing.

## NATURAL SCIENCE IN THE PUBLIC SCHOOLS.

By W. H. DESPER, Supt. of Schools, Stafford Springs, Conn.

From the proceedings of the Connecticut State Teachers' Association.

No absolute rule can be laid down as to what or how much can be profitably studied in this direction. The individuality of the teacher and various circumstances of a local nature render considerable scope advisable, but that something may be accomplished has been proved in our schools where an exercise of this nature is given each Wednesday. As an end this natural science work should not only supply information but should make our pupils more independent thinkers; as a means it should furnish material for individual investigation. In its practical application five dangers of special prominence are: wasting time over pupils' present knowledge; a tendency to wander from the points of the lesson; answering our own questions under delusion of covering more ground; careless form of questions; attempting too much in each lesson; and lack of definite and well studied plan of lesson.

## A SCRAP BOOK.

The teacher should aim at having a scrap-book. It should contain: (1.) *Choice poetry*. This may be divided into (a) pieces for the pupils to recite; (b) pieces to analyze and read in class, and (c) your own favorite poems. (2.) *Choice stories*. This will grow to be a ponderous volume if you do not use much care in selection. Put in this only the stories that are specially valuable, for their bearing upon such habits as the teacher has most frequent occasion to deal with. (3.) *Gems of thought*. This will subdivide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure or from which to draw material for talks with your pupils. Some of these may be used to advantage in the reading-class. (4.) *Supplementary geography matter*. This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lesson; also, any interesting geographical facts found outside of text-books. (5.) *Supplementary*

*historical matter*. Interesting incidents of history are often found floating about, which will help to clothe with flesh, the dry-bone matter in too many of the school histories. (6.) *Supplementary Biographical matter*. Arrange a calendar for the year, chronicling the birth-days of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found. (7.) *Natural history*—curious facts relating to the formation and habits of birds, insects, animals, reptiles and fishes.

This field is so extensive that more than one book will be needed. The work should be subdivided and indexed for convenient reference. With a small beginning and steady perseverance, such a work would grow to be a valuable cyclopedia.

## LANGUAGE LESSON.

## 7TH. GRADE.

## USE OF WORDS.

In looking over the advance lesson about a boy in a boat in the first reader, the teacher finds five new words: *boat, oars, rowed, float, upset*. All have slates and pencils ready to write. The teacher says:

"Once I stood on the bank of a small river; I saw a friend on the other side, and I called to him to come where I was, for I wished to see him. In a few minutes he came. How do you think he crossed the river?"

"On a bridge."

"Swam across."

"In a boat."

"He came in a boat. I will write 'boat' on the board, and you can write it on your slates. What is the word?"

"Boat."

"Well how did the boat get across?"

"Rowed."

The teacher asks them to say all they mean—to give a complete sentence.

"My friend rowed it."

"How many ever saw one row a boat? How is it done?"

Some one will be able to describe the action and the oars. If the teacher can he will draw a picture of an oar on the board, and if possible the boat with oars at the side. Write "rowed;" have it pronounced and written by the class.

"Sometimes the one who is rowing the boat will lift his oars out of the water and let the boat go as it chooses. What do we say the boat does then?"

If no one thinks of "floats," ask what a stick does when thrown in the water?—what a cork will do. This will start off the children and the teacher will hear of "floats." He writes "floats." Then asks what happens sometimes when people go out in boats. "Upset" will be suggested and written.

Have all the words upon the board pronounced by several members of the class. Ask the members of the class to give a sentence about each word, using each word in turn. Write the best sentences on the board and use these for a reading lesson.

At next recitation review the list of words, and have the class make up a story using the words. Let all work at it until it is in good shape, then write and have it read. Treat the remaining new words of the lesson, or any that are not perfectly familiar to all the class, in a similar way. When the lesson in the book is taken up there will be no stumbling over the meaning of difficult words.

E. R. G.

## HOW TO MEND AND MAKE BLACKBOARDS.

By W. N. HULL, Cedar Falls, Iowa.

1. Fill all the holes and cracks with plaster of Paris mixed with water; mix but little at a time; press in and smooth down with a case knife. The cracks between shrunken boards may be filled in the same way. Afterwards use sand-paper.

2. The ingredients for the slating are: 1. LIQUID GUM SHELLAC sometimes called SHELLAC VARNISH. 2. LAMPBLACK or DROPBLACK. 3. If a gritty or rough surface is desired, ROTTEN PUMICE STONE or FLOUR of EMERY.

Gum Shellac is cut in alcohol, and the liquid can be obtained of any druggist. Pour some Shellac into an open dish and stir in Lampblack to make a heavy paint. With a clean brush spread on any kind of surface but glass. Put on a little and test it. If it is glossy, and the chalk slips over it, reduce the mixture with alcohol.

If it rub off let the druggist put in more Gum to make the liquid thicker. One quart of the liquid and a five cent paper of Lampblack are sufficient to slate all the blackboards in any country school with two coats.

## A SCHOOL INCIDENT.

By JONATHAN HUNT.

Many years ago, while "boarding round," I was walking to school with two large boys, the older of whom was nearly six feet high. "Teacher," said the taller boy, "we've got ter take a lickin' to-day; dad said that if yer didn't whip us to-day, he'd turn yer out'n school. Well, whipping will only make us grow." "There is no use in adding to your growth," said I, looking up. "Can't you get along without it?" "No," said he, "dad says if you don't lick us they'll all say, 'he darstent lick director's children,' an' we've got ter take it."

I then told the boys that throwing snow-balls was certainly against the rules of school, as established by the board of directors; but that I did not consider it a very criminal offense; not certainly worthy of punishment so degrading as being whipped in the presence of fifty scholars. "Now" said I, "when I call you to stand out on the floor, come promptly," and then I told them what to say. That morning after the opening exercises, I said in a firm tone: "All that were engaged in snow-balling while going home last night, may come up to my desk." A half-dozen scholars stepped up quickly.

"Teacher," said the boy next to the oldest, "these little children hadn't oughter be whipped, for we older ones commenced it, an' they didn't know any better." "The fact is," continued the tallest boy, "I was very thoughtless and threw the first snow-ball, and after the game was started, no one thought anything about it, it was such fun. I don't think any one oughter be punished except me."

I turned to the school and asked: "Ought we to whip anybody after such an apology, as we have heard?" "No! no!" came from all parts of the room.

I was not expelled for failing to punish "the director's children," and I was convinced then and there, that the first lesson in moral suasion should be: How to apologize for our offenses. How often does the parent beat his child unmercifully for impudence, when, if the truth were known, he never spent one minute of time in teaching him how to answer properly. Let us have more teaching and less governing.

## THINGS OF TO-DAY.

In a speech to the legislators, the king of Italy pointed out where sweeping reforms in the Government should be made.

The steamer Wah Young was destroyed on the Canton river, and 400 people lost their lives.

Sir William McArthur, Ex-Lord Mayor of London, died in a coach of the underground railway.

An anti-Anarchist society is being formed in New York.

A monument of John C. Breckenridge was unveiled in Louisville, Ky.

The central bank of Canada has failed.

The inquest over Louis Lingg, the Anarchist, did not reveal how he secured the bomb.

Minor, the bank thief, arrested in Chicago, is wanted in New York for the theft of \$470,000 from a real estate agent in 1879.

Robert Bonner has turned the management of the *Ledger* over to his three sons.

Rev. James W. Saul, vice-president of the Universal Peace Union, died in Philadelphia.

Sixteen hundred pounds of dynamite exploded in Michigan. The building in which it was stored and six men were blown to atoms.

A derrick fell from the Brooklyn elevated railroad. No one was injured.

Arrangements have been made for heating the Pennsylvania railroad coaches by steam.

A large increase of the railroad mail service is shown by the last report. The steamboat mail service has decreased.

A new steamboat for the Stonington line has been launched.

The French Chamber of Deputies voted by an overwhelming majority to prosecute M. Wilson, for selling decorations.

At the recent session of the officers of the Knights of Labor, a committee was appointed to establish a newspaper to represent the interests of the order.

Herr Most has been arrested for making an incendiary speech.

Don M. Dickinson, of Detroit, has been appointed Postmaster General.

Admission to the bar was refused to Hon Yen Chang, a resident of New York City, because of his foreign birth.

During the Czar's visit in Berlin he had a conference with Prince Bismarck.

The bi-centenary of the establishment of the Protestant succession on the throne of England will be celebrated next year.

It is reported that there is great suffering among the unemployed in London.



Emma Lazarus, the poetess, died in New York City, Nov. 19.  
 The French cabinet resigned, but M. Grevy, declined to retire from the presidency of the republic.  
 Prince William, the son of "Unser Fritz," has been put forward to represent his father in official and count functions, practically assuming the position of heir apparent.  
 The Post-office department is paying its way for the first time in its history.  
 Dakota has voted for division.  
 The average number of feres received each day at the New York elevated railroad stations is \$435,000.  
 Barnum's menagerie was burned at Bridgeport, Conn. Some of the animals escaped and roamed about the town.  
 A Dutch steamer was run down, and sunk near Dover, England. One hundred and forty lives were lost.

### FACT AND RUMOR.

There are in Michigan, says the Chicago Tribune, one hundred and thirty-five firms manufacturing salt. The total product of the state was 4,000,000 barrels—more than the combined salt product of all the other states and territories in the Union.  
 The battle flag of the Sixteenth Connecticut Volunteers, which was captured during the war by the Second Alabama Regiment, was formally returned to its former owners, at their reunion at Hartford, Connecticut, recently. Resolutions of fraternal greetings, love, and patriotism were enthusiastically adopted.  
 Amherst College's memorial of Henry Ward Beecher is to be a \$50,000 endowment of the professorship of physical culture.  
 The minority of the Utah commission believe the Mormons to be honest in their offer to abolish polygamy if the Territory is admitted as a state.  
 Dr. Happer states that \$100,000 has been secured for the Christian College in China, of which he is to be president. He asks for an additional \$50,000 at once, for grounds and buildings. The income of the \$100,000 is to be used for the support of the professors.  
 Dr. Philip Schaff was inaugurated as Professor of Church History in the Union Theological Seminary, in New York, the chair made vacant by the death of Prof. Roswell D. Hitchcock.

That little tickling in your throat indicates catarrh, which is cured by Hood's Sarsaparilla.

## EDUCATIONAL NOTES.

TO OUR STATE CORRESPONDENTS.—The notes that we now have on hand are appearing as fast as we can get them in, but the pressure is very great. Several times lately, the educational notes have been nearly or quite crowded out by reports, etc., and this is the reason for the apparent neglect of some states. We appreciate the kindness of our various correspondents, and, if they will bear with us a little, their news items shall all appear. Attention to the following points will aid us very materially in arranging the notes:  
 Put each item in a paragraph by itself.  
 Do not abbreviate names of institutions.  
 Write only on one side of the paper.

### IOWA.

Professor Sniff, of Missouri Valley, is now editor of *The Harrison County News*.  
 Professor Fellows has entered the Methodist ministry, and is stationed at Waterloo.  
 Professor Bartlett, of the State Normal, is slowly recovering his health.  
 County Supt. Walker, of Floyd county, has resigned to accept a position on the Northern Pacific R. R.  
 Greene.

H. F. ANDERS.

### INDIANA.

Ex-State Superintendent James H. Smart, who is now President of the Purdue University, is said to be giving eminent satisfaction in his responsible position. The industrial features of this college are winning popularity for the "New education."  
 The public school term in this state has not yet reached an average of six months.  
 The oldest teacher in Indiana, Mr. James G. May, is still developing the youthful mind, in a district school near Salem.  
 Prof. Thompson of Purdue University has been selected superintendent of writing in the Cincinnati schools.  
 Prof. John M. Bloss, ex-state superintendent, and late city supt. of the Muncie schools, has been called from the Hoosier state to a professorship in a Kansas College.  
 New Albany. State Correspondent. JOHN R. WEATHERS.  
 The annual session of the La Grange county teachers' association will be held, Nov. 25 and 26 at La Grange. The day sessions will be, as usual, devoted to education, but on each evening there will be an oratorical contest by the teachers of the county. Two prizes will be awarded. This plan was tried last year, with great success.

### KANSAS.

The North-west Teachers' association held its session this year at Osborne City, Nov. 24-26. An interesting program was prepared.

### MICHIGAN.

A new law has been passed in Michigan making the secretary of the board of examiners a sort of county supt. for the inspection of schools, and his duties hereafter will be to visit the schools of the county over which he has charge.

### MAINE.

The Maine State Teachers' Association, will meet at Augusta, some time in September. The exact date will be published as soon as it is ascertained.

### MISSOURI.

The Kirksville Normal has three new men in its faculty, Prof. Dann, late of Hardin College, Prof. Muir, of Lagrange College, and Prof. F. A. Swanger, of Lancaster.  
 Prof. J. N. Barnard has accepted a place on the faculty of the Cape Girardeau Normal.

Prof. G. B. Morrison of the Kansas City high school, has written a good book on "Ventilation of school-buildings."  
 Miss Anna L. Campbell, a recent graduate of Michigan University, teaches the language in the Hannibal high school.  
 Prof. William A. Cauthorne temporarily takes the place of Prof. Ficklin, as senior instructor in the mathematical department of Missouri University. Dr. Fisher now becomes the chairman of the faculty.  
 Mr. George H. Howe, of N. Y., takes the place of Prof. Bahlman, in the Warrensburg Normal school. Supt. Fairbanks of Springfield, has issued a neat catalogue of 100 pages.  
 Hannibal enrolled over 2,000 pupils the first month.  
 Moberly schools are coming to the front under Supt. Wolfe. Twenty-five teachers are now employed.  
 Prof. Amador, a graduate of Williams, class '82, takes the mathematics in Drury College.  
 Dr. Henry Hopkins, of Kansas City, is being strongly urged to accept the presidency of this institution.  
 Mrs. D. T. Gentry, is principal at Kirksville.  
 Springfield talks of putting up a \$50,000 high school.  
 Prof. N. B. Henry will return to Missouri next June, to deliver a lecture at the State Teachers' Association. He will be warmly greeted.

### NORTH CAROLINA.

Mr. J. E. Hampton has been selected as principal of the public schools of Yadkinville.

### NEW YORK.

Mr. O. W. Bugbee, a successful teacher for over twenty years, died recently. He was for four successive years the principal of Parish Academy, Oswego county.

### NEW JERSEY.

An interesting meeting of the grammar section of the teachers' institute at Newark, was held Nov. 10. President Gates, of Rutgers college, delivered an address.  
 J. Henry Holme was re-appointed superintendent of public instruction in Salem county.  
 Deputy Factory Inspector John D'Arcy is rigidly enforcing the act authorizing him to look after truants from school. He will co-operate with teachers and frequently visit schools. Every child in this state must receive instruction at least twenty weeks in each year, eight weeks of which must be consecutive. Children under fifteen are not to be employed in any business unless they have attended school the preceding year. Habitual truants from school are held accountable by a truant officer who may be appointed by the trustees of each district and who enforces the provisions of the act. The results of this measure so far as adopted have been successful.  
 There has been less hazing at Princeton this fall than ever before.

Blanks are being sent by the state school superintendent to school districts that are in debt. A complete record will henceforth be kept of the financial condition of each district.  
 The labor party in Newark nominated a full board of school commissioners. Among the number was ex-Senator Hays. The board of education in that city remains Republican.

Joseph E. Haynes, who is completing his second term as mayor of Newark, was a public school teacher in that city for thirty-two years. He has been re-elected by the Democrats. He was taken from the teacher's chair to his present office as mayor of the state metropolis.

A daughter of Rev. T. DeWitt Talmage is a student at the young ladies' seminary in Monmouth county.

Miss Ida Faye, of Matawan, has entered the Women's Medical College of Philadelphia, to prepare herself for a medical mission in India under the auspices of the Baptist Foreign Missionary Society.

Garrett Droppers, a Harvard graduate, for several years a teacher in the Milwaukee High School is serving as substitute for the assistant principal, A. H. Sherman, in the Orange High School.  
 Professor Dwyer, of Harrison, is principal of the night school. Over 300 pupils are in attendance.

The examination of candidates for the Stinneke scholarship, at Princeton, has taken place. It has the annual value of \$500 and is awarded every three years to the sophomore passing the best competitive examination upon Latin and Greek grammar and the writings of Horace, Virgil, and Xenophon.

The first death at Princeton since 1880 was that of Frederick J. Kroff, of Buffalo, which occurred recently.

### PENNSYLVANIA.

The institute of Huntingdon county will be held at Huntingdon the week beginning November 28. The principal instructors are Hon. E. E. Higbee, Hon. Henry Houck, Dr. N. C. Schaeffer, Dr. Geo. Morris Phillips, and Miss Jean Glenn.

Nanticoke.

SUPT. WILL S. MONROE.

### TEXAS.

Prof. D. W. Nash, of Cuero Institute, stands in the front ranks of educational men in De Witt county. He is a Virginian, and a graduate of Richmond College.

By energy and zeal he has established a fine reputation, and at his own expense, erected a commodious building for school purposes.

Mr. Thomas M. Colston, principal of Flatonia graded school, is a Virginian by birth, and a graduate of the University of Virginia. He is quite young, but ranks high as an educator, and is much liked by both patrons and pupils.

He is principal of a model school employing about a dozen assistants.

T. A. YOUNG.

### UTAH.

Dr. John R. Park, for eighteen years the very successful principal of the Deseret University, of Salt Lake City, is a graduate of New York University. Although advanced in years he is still very active, and, it is said, pursues one special study each year, being at once professor and student.

Prof. K. G. Maeser, principal of the Brigham Young Academy, of Provo, is indefatigable in his efforts to raise the educational status of the community. He is a graduate of one of the best German Colleges.

By a recent enactment of Congress, the office of Territorial Supt. of Schools was abolished, that of Commissioner of Schools substituted, and the office made appointive. P. L. Williams, Esq.,

a leading lawyer of Salt Lake City has been appointed to the position and appears wide awake to the educational interests of the territory.

G. H. Brimhall, late superintendent of schools for Utah county and now principal of Provo schools, is a lively and practical teacher. The Utah County Teachers' Association, under his superintendency, claims to be at the front in the territory. Mr. Brimhall has been in the field as a teacher for thirteen years.

Mr. G. H. Brimhall's successor in the office of county superintendent, is Dr. M. H. Hardy, whom he succeeded four years ago. The latter is an educational man of considerable experience, having been professor in the B. Y. Academy for seven or eight years besides serving as county superintendent for a long period. For four years past, however, he has given his attention to the study and practice of medicine in which science he was graduated with honors in New York two years ago.

Prof. J. E. Talmage has been student and professor in the B. Y. Academy almost continuously since coming from England to this country, ten years ago. Two years he spent East studying the natural sciences. Being the possessor of rare lingual gifts, he has already gained some fame outside of the class room, as a lecturer.

Mr. J. A. Rees, principal of the Spanish Fork schools, is a teacher of a score of years experience. He has embraced the doctrine of the New Education, and is one of its able interpreters.

### VIRGINIA.

The second apportionment of funds for the public schools of the state for the current session amounts to \$629,292.50.

The Virginia Teachers' reading circle at a recent meeting elected the following officers: Hon. John L. Buchanan, state superintendent of public instruction, president; Prof. F. V. N. Painter, of Roanoke College, vice president; Prof. W. M. Graybill, principal of Roanoke Graded School, secretary and treasurer. About fifty new members were enrolled in the Association.

The state superintendent of public instruction has begun the preparation of his annual report to the General Assembly, which is to convene early in December. The superintendent is now receiving reports from the county and city superintendents in various parts of the state, giving hopes of a very encouraging school year.

Richmond has nearly ten thousand children in the public schools out of a total population of 65,000 inhabitants. There are also many excellent private schools, both male and female in the city.

From Alexandria the report comes, that the teachers, on examination, have been found to be better prepared than ever before.

Three hundred more pupils were enrolled in the public schools of Petersburg the first day of the current session than were enrolled on the first day of last session.

Four new schools have been opened in Roanoke county. In Accomack all the schools opened in October, but owing to a decrease in funds it is feared the schools will not be kept open as long as last year. Either this or the cutting down of already scanty salaries of teachers.

### WEST VIRGINIA.

Hon. M. A. Newell, state superintendent of Maryland, and Hon. E. White, superintendent city schools of Cincinnati, were instructors at the teachers institute held at Wheeling, November 23 to 25 inclusive.

### NEW YORK CITY CORRESPONDENCE.

#### PROCEEDINGS OF THE BOARD.

The question of a principal for P. S. 47 elicited a lengthy discussion. The committee on nomination of teachers were divided, three favoring Miss Elinor Hillgrove, and two favoring Miss Margaret Shea. The former had been marked "excellent" for a number of years with an occasional "good" while the latter had received "good" oftener than "excellent." The minority argued that Miss Shea had had more disadvantages to contend with having had a great variety of grades, while Miss Hillgrove has been constantly in one grade. Moreover Miss Shea had been principal and lost her position through the consolidation of her school with another. While engaged as principal she also taught two grades, and yet remained excellent in discipline and general management. Strong arguments were used on both sides, but the majority report carried the day, and Miss Hillgrove received the appointment.

Commissioner Grace H. Dodge made his first speech in favor of Miss Shea.

The Fifteenth Ward has secured the first woman trustee—Miss Alice Pine.

All the commissioners, whose terms of office expire January 1, were re-appointed except Commissioner Bell, who is succeeded by ex-Commissioner F. W. Devoe.

In addition to the sewing classes, which have been already announced in the course at the Industrial Education Association, a class in embroidery will be formed, as soon as a sufficient number of applicants have sent in their names.

This class will embrace a course of ten lessons, each one hour long, and will include feather-stitching, Kensington outlining and Kensington solid embroidery, white embroidery for table linen, Russian drawn-work, etc., etc.

Terms \$5.00 for the course.

#### PEDAGOGICAL.

"And behold they were even as we are" applies as surprisingly to the old Greeks when we study their schools, as when we study other phases of their life. Then, as now, some teachers thought boys the most unmanageable of wild animals; then, as now, children played blind man's buff and foot ball, and then, as now teachers were poorly paid and subjected to disparaging remarks.

Dr. Allen's lecture on Pedagogy last Thursday was upon SCHOOL LIFE AND TEACHING IN ANCIENT GREECE. Next week Thursday the subject will be SPARTAN EDUCATION. Tickets of membership will be given out on that day, and all who do not have them will be regarded as visitors, and be admitted only by visitors' tickets, which can be obtained of any member of the class on application.



## A FIFTEEN MINUTE MUSIC LESSON.

Given in the eighth grade of G. S. No. 83, New York City. Mr. John R. McNary, Principal; Miss Bessie S. Higgins, teacher. Reported by E. L. Benedict.

NOTE.—The boys of this grade were promoted in September from the primary where they had learned to read by note easy exercises in the scale of C. Instead of the syllables do, re, me, etc., the numbers 1, 2, 3—7 are used to represent the sounds of the scale. Mr. McNary believes that while the eye of the young child is being trained to recognize the form of words, the ear, at the same stage in the culture of his perceptive faculties, can be trained to recognize the tones and intervals of the musical scale. A great deal of practice is given, therefore, in learning these sounds before attempting to read music from written notes.

Passing to the board the teacher wrote quickly two groups of figures 3, 2, 2, 1 and 5, 3, 4, 4, 3. Then turning to the class said:—"Boys, sing 'one.'"  
"One" or "do" was given.  
"Sing 'eight.'"  
"Eight" was given a little below the proper tone. Producing a pitch pipe the teacher sounded upper C and called again for "eight."

It was then produced at the proper pitch.  
"Now sing one," "three," "two," "three," "four," she commanded, drilling them for a moment on the first tetrachord in the scale of C.

Sometimes, during the drill, two or three doubtful quavers could be heard as the sounds were called for, but the majority of the class gave them correctly and the minority, instantly recognizing them, joined in.

"Now sing these notes as I point," said the teacher turning to the new exercise written in figures, on the board. The first group was given correctly, but for "5" in the second group the majority gave "3."

The teacher did not say "wrong" or give them the sound of "5" but quickly commanded.

"Sing one," "three," "five," "Now sing 'five,'" (pointing to 5 on the board.) It was given correctly at once. "Now let us write this on the staff. Who can come to the board and write the notes?"

Many hands went up and the boy selected wrote upon the staff marked on the board the notes indicated by the numbers below. Nothing had been said yet about "time," so the boy wrote all whole notes.

"Notice, what kind of time am I beating now?" asked the teacher moving her hand up and down.

"Double time."

"How many beats in a measure of double time?"

"Two beats."

"What kind of a note counts one beat?"

"A quarter note."

"What kind of notes are these?"

"Whole notes."

"Who can change them to quarter notes?"

Again the hands came up quickly and the boy called upon filled up the whole notes and added stems.

"Now in the first measure that we shall write, there will be but one note but it must fill the measure. How many beats are there to be in the measure?"

"Two."

"What kind of a note must this first one be to take two beats?"

"A half-note."

"Who will change it?"

"Now who will mark off the measures?"

When this was done one quarter note remained beyond the last single bar.

"How shall we fill up this last measure?" asked the teacher.

"With a quarter note," answered the class.

"Who will make it?"

The teacher's manner seemed to make every child feel that he was writing that music, consequently he had no time to give to anything else. As far as the observer was able to see every boy was absorbed in the work before the class.

When the writing was finished the teacher commanded, and by the way, the commands were all crisp and short, but pleasant. There were no long explanations; no explanations at all; in fact, the children explained in their answers to the Socratic questions.

But now all was ready for the singing of the exercise.

"Ready! All beat time with me. Down, up, down, sing!"

Every hand rose and fell with the teacher's, while the class sang the notes written on the staff, first by number, then by letter, then by the syllable "la" and then with the words "Sleep, baby, sleep."

## NO DIMINUTION OF SALARIES FOR DIMINISHED ATTENDANCE.

For over four years the teachers of the city have been working to secure the annulment of a very unjust rule of the board of education. From somewhere, or in the forcible language of Frederick R. Coudert, "Heaven only knows where," originated a provision that when the attendance in any school, after being added and subtracted and divided with the arithmetical nicety which distinguishes most of our educational processes, was found to fall below a certain prescribed figure, a teacher or two was to be subtracted from the working force of that school, and a prescribed per cent. was also to be subtracted from the salary of the principal and all of his assistants.

It may be easily seen what havoc an epidemic of measles or scarlet fever makes, under this rule, in the not over-filled pocket-books of the teachers. In some cases a mere clerical error, for with so much adding and subtracting how can it be possible to avoid all errors, misrepresents the attendance, and then when fall comes the school opens with one teacher short.

Of course the board did not intend any injustice to the teachers when it made this rule. It had, no doubt, a wise motive in passing it, and having passed it, it could not be expected that so solid and dignified a body would move with lightning-like rapidity to revoke its action because it was found to work some injustice. But now the time seems to be drawing nigh for action in the matter, and the committee on by-laws, in whose hands the proposed amendment now lies, propose to give it speedy attention.

## SONG OF PRAISE.

Words by A. M. K.

Music by ANNE F. HARRISON.

*Andante.*

1. In the morn-ing, in the morn-ing, When the sha-dows all are gone; When the clouds are  
2. In the even-ing, in the even-ing, When the light grows dim and low; And all crea-tures

*rall.*

tinged with glo-ry, And the air is filled with song. We will join our thank-ful prais-es To the  
through the dark-ness, To their qui-et shel-ters go. We will, trust-ing, nes-tle clos-er, In our

*agitato.*

*con anima.*

God of grace a-bove; We will think of him who made us heirs of his a-bound-ing love.  
heavenly Fa-ther's arms; We will think of him who shields us From life's sor-rows and a-larms.

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## LETTERS.

READING.—Will you give me a few important points in teaching reading to beginners?

ANNA BERRY.

The vocabulary of word to be taught should be those interesting to children, those having short vowel sounds, and those which are in the reading-book to be used after the chart-lessons have been learned. Always have objects to show when their names are taught, as doll, egg, bell, etc. Show an object, pronouncing its name slowly and distinctly, asking the pupils to repeat it. Then write it, calling the written word, if you like, "What the chalk says." Always write and say the proper article with the word. Have very short lessons, and make it a point to stop when the interest is at its height, so that there shall be a desire for the next lesson.

When a number of words have been learned, review orally, by asking pupils to perform certain acts with the objects shown or touched by you. This may be varied by "having the chalk tell" the children what things to touch or take from the table. Above all, go as slowly as necessary, for without thoroughness at the start, there will be trouble later.

SIMPLE EXPERIMENTS IN CHEMISTRY.—Name a few simple and inexpensive experiments in chemistry. R. J. ENGLE.

1. Experiments which teach the composition of air.

With small bellows, blow air into a glass of lime-water. It will grow slightly cloudy, proving that there is a small percentage of carbonic acid gas in air. Pour ice-water into a glass. Drops of air will soon form on the outside of the glass, proving that air contains moisture.

The experiment performed by putting a burning candle into a closed jar, and pouring lime-water in after the candle has ceased burning and has been removed, will prove the presence of oxygen in the air.

The experiment to prove the presence of nitrogen, is a more complicated one, performed by burning phosphorus over water. A description of it can be found in any work on chemistry.

2. Experiments concerning burning bodies and flames are easily performed.

Observations of the flames of an ordinary candle, lamp, and gas-burner, will, with the aid of a piece of wire and a pipe-stem, prove what is present in combustion. The wire is used to show that the flame is hollow; the pipe-stem, to detect the gas in this hollow part.

3. The danger of so much carbonic acid gas in the air, resulting from combustion, leads to a notice of that economy of nature in which leaves perform so prominent a part, the removing of impure gas, and the supplying of pure gas to the air we breathe.

4. Boiling water will be another interesting experiment.

5. Burning wood.

6. Solutions of salt, sugar, starch and flour, in different vessels.

7. Breathing into lime water, and on a smooth, cold surface.

QUESTIONS ON MANY SUBJECTS.—Will you be kind enough to give me some hints on the following topics? I am a young teacher and have had no opportunity of attending any advanced school except the high school department in a neighboring village for one winter, and have few educational books, but little money to buy any with, and know of no library within reach, where they can be found. You see, I am very much embarrassed; in fact, almost entirely left to rely on what I get from your papers, and my own judgment, which often fails me. The topics I most wish to have discussed are the following: Singing.—Noontimes.—Recesses.—How to treat parents when they visit my school.—How to talk to pupils about their faults.—How to interest pupils in the outside world.—Methods of ventilation.—Proper heating of the school-room.—Overwork in study.—School grounds.—Simple principles and

methods.—Teaching morality.—Morning exercises.—Lessons on common objects.—Proper motives.—What books should I read?—How can I learn to speak the English language elegantly?—How to teach drawing.—How to make my pupils tidy.

HARRIET L. WILSON.

All of these questions have been discussed in THE JOURNAL at one time or another, but, since the opportunity has arisen, they will be answered again. This is not only to aid you, but for the benefit of the great number of teachers in country districts who have no chances of attending institutes, and whose education has, of necessity, been confined to a course in the high school nearest to where they live.

THE CAPACITY OF THE NEGRO FOR EDUCATION.—In the admirable report which Miss Kenyon gives, in your issue of Nov. 12, of Col. Parker's sixth lecture on Psychology, there occurs this question: "It is an observed fact that the negro can be educated only to a certain point. Is that due to lack of inherited culture?" Without stopping to inquire why the white race has not yet succeeded in passing the point in culture which would correct the vulgarity of spelling Negro with a little "n" and Indian (as well as itself) with a big "I," I would like to know where, when, and by whom this remarkable observation has been made. Certainly not in this country, where the Negro has been utterly deprived of educational advantages until within twenty years, and during this brief period has had afforded him only those of meagre character. For five years I have had charge of an institution for the intellectual training of Colored youth, one of the oldest institutions of the kind in the country. Most of the students (of whom there were 267 enrolled last year) have been children of former slaves. Their progress, notwithstanding, has been equally as good as that of white students, so far as my observation has enabled me to judge, and in this conclusion my ten associate instructors coincide. To be sure, our students come from the Colored population of the "Border" region, which was penetrated even in ante-bellum times by the blessings of freedom to some extent, and our institution has the reputation of being the most thorough of the kind, but the fact remains that no lack of responsive brain capacity has so far been exhibited by Colored students in our institution or any similar institutions in this country, those having them in charge being witnesses. Whether or not there will come a time when the Negro brain will fall to respond to educational influences is, to say the least, an open question, as far as experiments in this country are concerned. Ethnological science demands more time than half a generation, and a wider field for observation than mere freedmen's schools, to determine such an important question. If there has been no opportunity for such observation in our country, where has there been elsewhere? In what country has the Negro race been afforded educational advantages sufficient to justify any conclusion concerning the limit of its intellectual capacity? Europe has afforded such advantages to individuals of the race, and the results have demonstrated the opposite of the inference implied in the above quoted question. Rev. E. W. Hylden, D. D., LL. D., of Monrovia, Liberia, a pure-blooded Negro, is a member of various learned societies of Europe, and is probably the peer in scholarship of any white man living. Facts like these can be had for the hunting, and in the face of them I would really like to know how, not only teachers, but teachers of teachers, can assert that "it is an observed fact that the Negro can be educated only to a certain point." I write this, not in any capricious mood, but as an earnest inquirer after truth. W. MASLIN FRYBINGER.

"We have been taking your publications and buying your books for years. There are no better school papers than the JOURNAL and INSTITUTE. There is nothing musty nor medieval about your educational work. Our students relish your publications. If you do not have a firm hold of the rising generation of teachers, I am no judge."

PRES. THEO. B. NORS,  
California State Normal School, Pa.

Clarence L. Greenough, county superintendent, Farmington, Minn., says: "Have examined 'Mind Studies,' and find it admirable; that is, for the purpose for which it was designed. Am glad that the complicated, abstruse, and heretofore bug-bear subject of psychology has been so simplified that even the mediocre teacher may understand it. Dr. Allen merits a vote of thanks from the entire teaching fraternity throughout the country. I have recommended the work to my teachers, and insist that they all procure copies."



## BOOK DEPARTMENT.

## NEW BOOKS.

**BUTLER'S PHYSICAL GEOGRAPHY.** By Jacques W. Redway. E. H. Butler & Company, Publishers. Philadelphia. 127 pp.

The great advance made in the last few years, in geographical research, entitles physical geography to a high position among the essential studies, and recognizing that fact, the publishers of this book may confidently expect for it a reception worthy of its great beauty and many excellencies. The volume embraces the latest discoveries in geographical science, and the chapters on vulcanology, ocean hydrography, and meteorology contain much that is new, and has never before appeared in a school text-book. The contents have been so arranged that the leading principles are found in the text, while of or relevant matter has been placed in the notes. The body of the book is composed of parts, divided again into chapters, the leading points being: The Earth regarded as a Planet;—Land;—Water;—Meteorology;—The Life of the Globe, and its Distribution, and Physical Features of the United States. Under these heads, more than thirty of the most important subjects are treated. Scattered through the volume are fifteen maps and charts of excellent make, representing the elevation and depression of the earth's surface, the distribution of volcanoes, a hydrographic map showing oceans, seas, lakes, and river systems, charts of co-tidal lines, ocean currents, winds, distribution of rain, magnetic variation, isothermal lines and thermal zones, geographical distribution of the principal plants, distribution of the principal birds and reptiles, distribution of the principal mammals, an ethnological chart showing the distribution of the races of men, a physical map of the United States, and a map of north circumpolar regions. The notes found at the foot of each page are full of interesting facts and dates. Review and map-questions follow the study of the charts and maps, which will serve to test the student's knowledge of the subject under consideration, and the answers, if preserved will be a valuable compendium for future reference. A work prepared by so able an author as Professor Redway, who is a specialist in physical geographical study, an extensive traveler, and a practical teacher, cannot but be of great value to the schools as a text-book, as well as a needed book of reference.

**A PRIMER.** Stickney. Boston: Ginn & Company. 88 pp. 85 cents.

This is one of the "Classics for Children," series, and is the second in the series. The design is to prepare for the work of the reader. It makes no claim to originality of plan, but following the methods already used by educators, it desires to gain pre-eminence among books of its class. Its author has aimed to provide a perfectly graded succession of lessons, and as far as possible remove some of the difficulties in the way of learning to read. The lessons are conversational, and great care has been taken to teach each new word. Next to a careful grading of the lessons, the author has aimed to provide perfect naturalness in all the material used; the stories are told in the every day language of children but given in a cheery, spirited manner. The illustrations are fresh and new, the paper good, and the type remarkably clear and large.

**TANGLEWOOD TALES, for Girls and Boys.** Being a Second Wonder Book. By Nathaniel Hawthorne. With Illustrations by George Wharton Edwards. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 190 pp. \$2.50.

Books for children are constantly being made more beautiful and attractive, but it is a rare thing to find one more superb in every way than this volume of the famous "Tanglewood Tales." It is published in full royal octavo size, has heavy, smooth paper, large type, and is illustrated in a most original manner. The famous stories, as told by Hawthorne, are household words, half real, and half fanciful. The classic myths of the Minotaur, The Pigmies, The Dragon's Teeth, Circe's Palace, The Pomegranate Seeds, and The Golden Fleece, are told with the greatest ease and skill, and illustrated to represent the study of Greek models and ideals. For a handsome holiday book, or present at any time, this volume cannot be surpassed. The cover is handsomely decorated,—on a dark-blue ground is a white medallion, upon which is stamped in gilt the design of Theseus slaying the Minotaur.

**THE PRINCIPLES OF THEORETICAL CHEMISTRY,** with Special Reference to the Constitution of Chemical Compounds. By Ira Remsen. Third Edition. Philadelphia: Lea Brothers & Co. 318 pp. Price, \$2.00.

The third edition of a book so purely scientific as this one, gives ample proof of its popularity and usefulness, and is an evidence of the growing recognition of the importance of theoretical chemistry as an element of a thorough education, both in chemistry and medicine. On revising the volume for its third edition, the author has taken advantage of the opportunity, to make several changes and add much new matter. The chapter on valence has been re-written and enlarged, a brief introductory chapter, and chapters on matters pertaining to the subject of chemical affinity, and the connection between constitution and chemical conduct have also been added, as well as many other points of great interest and value. The treatment of the subject of chemical affinity, by the author, and allied subjects, are purposely as brief and simple as possible, as the object is mainly to interest the student in the field of but which a glimpse is given, and to furnish him a general idea of the results which have recently been reached. In the preface will be found a list of books suitable for reference or further study upon these subjects, which will greatly aid the student in his work.

**THE INVADERS and Other Stories.** By Count Lyof N. Tolstoy. Translated from the Russian by Nathan Haskell Dole. New York: Thomas Y. Crowell & Co., 13 Astor Place. 343 pp. \$1.25.

There is, perhaps, no living author, whose works appear more rapidly, and are read with greater eagerness, than those of Count Tolstoy. His views of life, so peculiarly his own,—and his general style, which is so attractive, are the charm of his books. There can be no mistake made when he is called the master of novel writing at this time. The present volume consists of six stories, and each one bears the mark of the writer, in its life-pictures, which are drawn with such fidelity and vivid clearness. The invaders,—The Wood-cutting Expedition,—An Old Acquaintance,—Lost on the Steppes,—Polikushka, and Kholostomir: A

Story of a Horse,—are the narrations embraced in this volume. To be fully appreciated, Count Tolstoy's works must be read; they cannot be described.

**A SHORT HISTORY OF THE CITY OF PHILADELPHIA.** From its foundation to the Present Time. By Susan Coolidge. Boston: Roberts Brothers. 284 pp. \$1.25.

The great-hearted William Penn, as he planned and laid out the city of Philadelphia, little dreamed what would be the outcome of his labor. The little one really has become a thousand; and, as Miss Coolidge so faithfully and well gives us the history of the Quaker City, from its founding to the present day, we can but acknowledge that the mantle of energy and perseverance of its founder seems still to be laid upon it. In a most interesting manner the author has taken the reader over the ground covered by a period of more than two hundred years. In the last chapter will be found the history of the Philadelphia of to-day, giving its location, water communication, wharves, climate and health, railroads, streets, street railroads, water supply, drinking fountains, gas-works, public buildings, hospitals, asylums and homes, public parks and pleasure-grounds, public squares, places of amusement, cemeteries, markets, sanitary authority, police, prisons, public schools, and libraries. The history of the city is most complete, the author having brought together everything of importance and interest. The cover of the book is unique, bearing on its outside page the celebrated Liberty Bell.

**THE AMERICAN GIRL'S HANDY BOOK.** By Lina Beard and Adella B. Beard. New York: Charles Scribner's Sons. 478 pp. \$3.00.

In this large book of nearly five hundred pages, is crowded together a vast amount of all kinds of information especially designed for girls. Its contents are divided into four parts: spring, summer, autumn, and winter. The six chapters of "Spring" treat consecutively of First of April, wild flowers and their preservation, the walking club, with rules, Easter, how to make a lawn-tennis net, and May-day. There are ten chapters in "Summer," telling about midsummer eve, sea-side cottage decorations, A girl's fourth of July, printing from nature's types, picnics, and corn-roasts, botany as applied to art, door-step party, and quiet games for hot weather, etc. "Autumn," has twelve chapters, opening with All-hallow eve, and including nutting parties, how to draw, how to make a telephone, how to paint in water colors, how to model in clay, how to make plaster casts, china painting, and Thanksgiving, with any number of other topics of interest. The fourteen chapters of "Winter" are full of Christmas, all kinds of needle-work, fairs, games, furniture, mantel-pieces, candies, etc. The book abounds in illustrations of a practical kind; instructions and directions, are found accompanying every article to be made. The design of the authors in preparing this book, is to impress upon the minds of girls, the fact that they all possess talent and ability to originate more than they suppose possible, to aid them in awakening the inventive faculty, and by giving detailed methods of new work and amusements put them on the path where they can travel alone. The volume is finely bound, and has a very attractive appearance. The outside cover is decorated with designs representing outdoor pleasure and scenes.

**STUDIES IN CIVIL GOVERNMENT.** By William A. Mowry, Ph.D. Boston: Silver, Rogers, & Co., Publishers, 60 Bromfield Street. 250 pp; for Introduction, 94 cents.

There is no subject in the entire school curriculum, of greater importance than the study of Civil Government, and until recently, the books written upon the subject, were prepared by lawyers or persons entirely unacquainted with the needs of the average pupil. This book, however, was prepared by a teacher, and is the outgrowth of experience. Upon examination, it is found to be a simple text-book, treating first of the local government, and then of the state and nation. It is full of useful information, is methodically arranged, and written in a clear, interesting, and animated style. Town and city governments are clearly portrayed, taxation and the public school are fully treated, and brought forward in a way that will attract any boy or girl studying this work. The constitution of the United States is carefully considered in detail, and explained in such a manner that any ordinary scholar can understand it. One feature of great interest, is the graphic manner in which the history of colonial times, and the confederation period are treated. Another topic of particular value, is the discussion of the subject of banking, in which our present system of national banks and the practical working of international banking are clearly set forth. A new feature in a text-book on civil government is found in a set of nine full page illustrations, showing Washington with the different national buildings, also, a view of the old State house at Philadelphia, where the constitutional convention was held. All through, the book is exceedingly interesting, and full of most valuable material.

**COMMON SCHOOL ENGLISH.** By James S. Kennedy, Head Inspecting Teacher of San Francisco Schools, and Fred H. Hackett, author of "Pure English." San Francisco: Samuel Carson & Co.

This is a graded series of language lessons for the use of teachers of primary schools. Its purpose is to suggest by a series of typical lessons, a method for the continuous use of the language, it being believed that such use is the only means of ready and accurate expression.

The book aims to be both simple and practical, and is based upon a conscientious study of the San Francisco schools. Each year's work is given in a separate section, so that teachers may know just what to do at any time during the entire course.

**WHITE COCKADES.** An incident of the "Forty-five." By Edward Irenaeus Stevenson. New York: Charles Scribner's Sons. 216 pp. \$1.00.

Although this book is in reality a romance, its features are so historically apparent, the lessons it teaches of courage, faithfulness, honor, and good motives are so well portrayed, that the reader does not stop to think that they are not entirely facts. It is a boy's book, in every sense of the word, and they will be especially interested in it; but any one commencing to read it, will be very apt to finish it. The times in which the story moves, are the stirring days of Scotch history, in which Charles Stuart appears, hunted and fleeing. The boy Andrew, who ran such risks for the Prince, may be considered the hero of the story, although there are a number that give character to it all through. One incident of thrilling interest follows another in quick succession, and the fascination ends with the book only.

**ESTHER.** A book for girls. By Rosa Nouchette Carey. Illustrated. Philadelphia, J. B. Lippincott Company. 255 pp. \$1.25.

"Not Like Other Girls," by Miss Carey, was a very popular story, and upon examination, "Esther" will be found equally pleasant and readable. It is a home-story, and just such a bright, pure, natural, and entertaining love-story, as will captivate girls especially. It is thoroughly English, and some of the descriptions are very good; for instance, "The Old House at Milnthorpe," with its inmates; and "The Cedars," are exceedingly pleasant introductions into English home-life. Each chapter is headed with a floral design, which gives a nice variety, and is a relief from the usual plain page. The book is handsomely bound in blue.

**THE STUDY OF RHETORIC, IN THE COLLEGE COURSE.** By John F. Genung, Ph.D. (Leipsic.) Boston: D. C. Heath & Co., Publishers. 32 pp. 25 cents.

This neatly bound pamphlet is one of the monographs on education, and has a special value, for it contains and explains the author's methods upon the subject, with students in Amherst College. It is his belief that educators and educated alike, are coming to recognize in the art, a practical value, immediate and universal, and that the study of rhetoric in college aims to forestall the coming time of need, as its design is to prepare the tools for use, sharpen them, and show how they are wielded, and to point out the unhappy results of unskillful use. The words of so experienced and able a man as Dr. Genung, are well worth careful study.

**A GERMAN GRAMMAR, for Schools and Colleges,** Based on the Public School German Grammar of A. S. Meissner, M. A. Ph.D., D.Lit. By Edward S. Joynes, M.A. Boston: D. C. Heath & Co. 372 pp.

By arrangement with the author, and the original publishers, this book is based upon the "Public School Grammar," by Dr. Meissner, of Queen's College, Belfast. The material thus furnished, has been freely used, and when it seemed necessary, fully modified, while the attempt has been made to carry forward the same method, and include not only ordinary schools but high schools and colleges. The editor, guided by his own experience, has sought to include all that might be of importance to the student and nothing more. A comprehensive chapter on the order of words, a brief summary of the relation of German to English, an alphabetical list of strong and irregular verbs, and vocabularies, covering all the exercises, have been added. The body of the book is divided into three parts: Part I. Orthography and Accidence. Part II. Derivation and Composition, and Part III. Syntax; in all, sixty-one chapters. The entire book is full of useful, practical things, just what a pupil studying German needs.

**BURNHAM BREAKER.** By Homer Greene. New York: Thomas Y. Crowell & Co., No. 13 Astor Place. 404 pp. \$1.50.

The "Blind Brother," by the author of this volume, was a wonderfully pathetic and beautiful story, and "Burnham Breaker," a much larger book, is just as full of genuine feeling, tenderness, and pathos. It is a tale of the coal regions, opening in the city of Scranton, the center of the great Lackawanna coal field. The plot of the book is a decided one, managed with great skill, and full of thrilling interest. Little Ralph, who belonged to nobody, and had no relatives, enlists the entire sympathy of the reader from the start. He passes through severe trials, and for a little fellow, bears them nobly; but the climax of interest is reached when at last he is restored to his mother after many days of absence. A better book for the young, or one more full of good lessons, can hardly be found.

## LITERARY NOTES.

Seidel's Industrial Instruction, translated by Miss Margaret K. Smith, of the Oswego (N. Y.) Normal School, is among the publications of D. C. Heath & Co.

D. C. Heath & Co. will issue immediately two new numbers in their popular series of "Monographs on Education." Prof. F. C. Woodward writes on "English in the Schools," and Prof. Ernest W. Huffcut on "English in the Preparatory Schools." This firm also announces a "Descriptive Geometry," by Prof. C. A. Waldo.

Irving's "Life of Washington," abridged by John Fiske, and supplemented with an introduction and continuation by Mr. Fiske will be published by Ginn & Co., early in December.

Mark Twain has written something in the form of a play, entitled "Meisterschaft," which will appear in an early number of *The Century*. The play, as may be supposed, is in two languages.

To the December number of *The American Magazine* is contributed a description of an organized effort, adopted by our soldiers when in the field, for celebrating the return of Christmas.

The November number (No. 30) of the *Riverside Literature Series* (published by Houghton, Mifflin & Co., Boston), contains James Russell Lowell's famous Vision of Sir Launfal, The Harvard Commemoration Ode, something from the "Biglow Papers," Tributes to Bryant, Wendell Phillips, and William Lloyd Garrison, An Indian Summer Revery, and other poems.

Teachers of Art in all its branches will be interested in the new "Short History of Architecture" just published by Charles Scribner's Sons. Another important work, especially for students of church history, is Prof. Geo. P. Fisher's new "History of the Christian Church."

The bound volumes for 1886-'87 of *St. Nicholas*, contains nearly two thousand pages of delightful reading matter for children. The magazine is so well known and of so high a character that praise is superfluous.

## BOOKS RECEIVED.

*Damen's Ghost.* By Edwin Lassetter Bynner. Boston: Ticknor & Co. 50 cents.

*Studies in Civil Government.* By William A. Mowry. Boston: Silver, Rogers & Co. Introductory Price, 94 cents.

*Common School English.* By James S. Kennedy and Fred H. Hackett. San Francisco: Samuel Carson & Co.

*Recitations for Christmas.* Selected and arranged by Margaret Holmes, author of "The Chamber Over the Gate." Indianapolis: Charles A. Bates, Publisher. 25 cents.

*Human Nature and Other Sermons.* By Joseph Butler. New York: Cassell & Co. 10 cents.

*Rob Roy.* By Sir Walter Scott, Bart. Boston: Ginn & Co. Classics for Children.



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**CATCH-QUESTIONS IN ARITHMETIC** is the name of No. 5 of our **TEACHERS' HELP MANUALS**. This book has had an immense sale in England, and the price of the English edition is equivalent to \$1.35 of our money. The edition which we shall have ready on January 1 is the same as the English edition, except that dollars and cents are substituted, where necessary, for pounds, shillings, and pence. The book contains answers and numerous hints, as well as a variety of original ideas. Subscribers to our series of **HELP MANUALS** get this book and eight others for \$1.50. The numbers already issued are: No. 1, *Practical Grammar*; 500 exercises. No. 2, *Manual of Correspondence*. No. 3, *Practical Mensuration* (with answers). No. 4, *Easy Problems for Young Thinkers* (with answers). These books have met with wonderful success.

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## THE PUBLISHERS' DESK.

Our readers' attention is called to the advertisement of "Wide Awake" in another column. The "Wide Awake" is a bright and excellent magazine for Young People, and the publishers promise for next year, some coming attractions which promise considerable pleasure in store for the young folks.

Among other announcements for the coming year, we find a Christmas poem by Mr. Stedman, a ballad by Andrew Lang, a romance by Rider Haggard, stories by Mrs. Sherwood, and the new writer known as Sydney Luska, articles on various topics by John Burroughs, "Ik Marvel," Dr. E. E. Hale, Mrs. Jessie Benton Fremont, E. S. Brooks, George P. Lathrop, Margaret Sidney, Margaret J. Preston, Katherine S. Macquoid and many others. There is to be an account of Rosa Bonheur by Mr. Henry Bacon, the well-known artist; of Sir Walter Raleigh's homes, of the children of the White House, of "Our Asiatic Cousins," by Mrs. Leonowens, of old story tellers by Mr. Oscar Fay Adams, of Daniel Webster in New Hampshire, and quantities of other interesting things. Miss Mary Bradford Crowninshield will contribute a naval story for boys, and Miss Olive Seward will write a series of Around the World stories. Of the charming illustrations which will greatly add to the interest of all these good things it is superfluous to speak. The list is a good one, especially when one remembers that the magazine is published at a low price.

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